

Grade 2



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EMC 3342

BUILDING FLUENCY

GRADE

2

Correlated to State Standards

- Assessment tools
- 20 transparencies
- Variety of genres: poetry, jokes, tongue twisters, stories, nonfiction, readers' theater

20 Transparencies Inside!



Introduction by Gerald Tindal, Ph.D.

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BUILDING ² FLUENCY

Fluency has been identified in the Reading First Initiative of the No Child Left Behind Act as one of five essential components of reading instruction. Scientifically based research finds that repeated and monitored oral reading improves fluency and overall reading achievement. *Building Fluency* will help your students build oral reading fluency with selections carefully chosen for their engaging quality, rich language, humor, and cultural literacy value.

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EMC 3342

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The Importance of Reading Fluency

by Gerald Tindal, Ph.D.

Struggling readers, in general, lack fluency. Therefore, attention to fluency instruction should be a major component of any reading program.

As defined by the National Reading Panel (2000), fluency is “reading text with speed, accuracy, and proper expression.” Fluent readers are like musicians or athletes who no longer have to “think” about a behavior; they “just do it.” A fluent reader moves over the words, sequencing them effortlessly, providing appropriate intonation, and integrating the punctuation. Fluent reading is easily discerned by the reader’s audience.

The importance of reading fluency cannot be underestimated, or its relevance doubted. Comprehension improves when students read quickly, accurately, and smoothly. Jay Samuels, of the University of Minnesota, used the term *automaticity* to describe the relationship between decoding and comprehension. Basically, when students become fluent, decoding is automatic and no cognitive effort is needed to read; the result is a nearly total focus on comprehension.

Additionally, there are some major side benefits of fluency instruction. As students become more fluent readers, they can begin to command their own learning and participate more broadly in the language community. With reading fluency comes greater awareness of the world and opportunity to interact with others, allowing students to help each other practice, rehearse for performances, and share their skills with an audience.

Enjoy helping your students move toward reading fluency!

Dr. Tindal is the Castle-McIntosh-Knight Professor of Education at the University of Oregon in Eugene, Oregon.



Teaching Fluency

In order for students to become fluent readers, they need to have oral reading **modeled** for them; they need repeated oral reading **practice**; and they benefit greatly from **performing** their oral reading.

MODELING ORAL READING

Use the overhead transparencies in this book to demonstrate various qualities of fluent oral reading: rate, phrasing, and intonation. (More about using the transparencies appears on page 4.)

Rate

Explain to students that oral reading rate varies depending on the type of selection being read.

- A faster rate is appropriate for lighthearted pieces such as riddles, jokes, tongue twisters, and limericks.
- A slower rate will better convey meaning when reading nonfiction selections or folk tales and myths.
- Readers' Theater should be read at a rate that corresponds with spoken dialogue.

Phrasing

Explain the importance of reading in phrases, rather than word by word. Use the transparencies to demonstrate how to divide text into meaningful chunks (see page 4).

Intonation

Intonation is the distinctive tone of voice that conveys meaning. Guide students to scan ahead for punctuation that signals appropriate intonation.

- A question mark signals the reader to end the sentence with a slightly higher voice.
- An exclamation mark indicates words that should be read with strong feeling.
- Words in quotation marks should be read as if they are being spoken.

PRACTICING ORAL READING

Keep fluency practice fun and interesting by using a variety of techniques, such as those explained below. Older students may have their own ideas about ways to enliven practice.

Choral Reading

Choral reading is simply reading in unison. Enliven your fluency practice by trying a number of approaches to choral reading throughout the year:

- Refrain reading—one student reads most of the piece and the rest of the class reads repeated sections.
- Antiphonal reading—small groups of students are each assigned a different section of text. One group reads its part, and a different group reads another part, such as the chorus or refrain. This technique is effective with chants, songs, and poems.
- Radio reading—small groups of four to six students are assigned a passage of text. Each student reads a part of the passage in the proper order. This technique is perfect for speeches, nonfiction, and tales, myths, and legends.
- Call and response—one student reads part of a joke or riddle, for example, and the whole group responds by reading the punch line or answer.
- Cumulative—one child or small group begins the reading and is sequentially joined by one or more readers until the entire class is reading.

Partner Reading

In partner reading, one student reads a line or a part, and the partner reads the next line or part.

Echo Reading

In echo reading, a proficient reader is paired with a less proficient reader. The better reader reads one sentence or phrase. The other reader echoes back, following along with a finger.

PERFORMING ORAL READING

A performance celebrates the fluency achieved by daily practice. Friday afternoons are a perfect time for your readers to strut their stuff. Invite a buddy class or someone special, such as the principal, to share in the fun!

Using the Transparencies

The Transparencies

Twenty selections from this book are provided on transparencies to assist you in modeling appropriate rate, phrasing, and intonation for students. These selections are also indicated in the Table of Contents for each section of the book.

Demonstrating Phrasing on the Transparencies

Fluent readers divide text into meaningful "chunks," rather than reading word by word. For example, when a fluent reader reads the sentence "Blue-Foot Sue / was one of the greatest ladies / of the Texas frontier," he or she would automatically pause as indicated by the slash marks.

Demonstrate how to cluster words together by making slash marks (/) with a marking pen on a chosen transparency. Read the selection to the students, and then read chorally as a group. Practice several times, with and without the slash marks.

Starting below and continuing through page 6, you will find reductions of the transparency selections showing suggested markings for phrasing.

Page 12

New Shoes

My shoes / are new and squeaky shoes, /
They're very shiny, / creaky shoes, /
I wish I had / my leaky shoes, /
That Mother threw away. /

I liked / my old brown leaky shoes,
Much better / than / these creaky shoes, /
These shiny, / creaky, / squeaky shoes /
I've got to wear today.



12


Page 13

The Swing

How do you like / to go up in a swing, /
Up in the air so high? /
Oh, / I do think / it is the pleasantest thing /
Ever a child can do! /

Up in the air / and over the wall, /
Till I can see so wide, /
Rivers and trees and cattle and all /
Over the countryside— /

Till I look down / on the garden green, /
Down on the roof / so brown— /
Up in the air / go flying again, /
Up in the air / and down!



13

Page 18

Five Little Chicks

Said the first little chick /
With a strange little squeak, /
"I wish I could find /
A fat little worm." /


Said the second little chick /
With an odd little shrug, /
"I wish I could find /
A fat little slug." /

Said the third little chick /
With a sharp little squeal, /
"I wish I could find /
Some nice yellow meal." /

Said the fourth little chick /
With a sigh of grief, /
"I wish I could find /
A little green leaf." /

Said the fifth little chick /
With a faint little groan, /
"I wish I could find /
A wee gravel stone." /

"Now we're here," / said Mother Hen, /
From the green garden patch, /
"If you want your breakfast, /
Just come here and scratch!"



18

Barriyard Parade

The ducks go waddling / by 2 /
Let's follow / and see what they will do.

The kids go prancing / 4 by 4 /
Facing past the big barn door.

The chicks go running / 4 by 4 /
Looking for bugs / among the sticks.

The piglets tip-toe / 6 by 6 /
Squealing under the pigpen gate.

The little lambs scamper / 10 by 10 /
Chasing each other / again and again.

—Liz Albee Moore

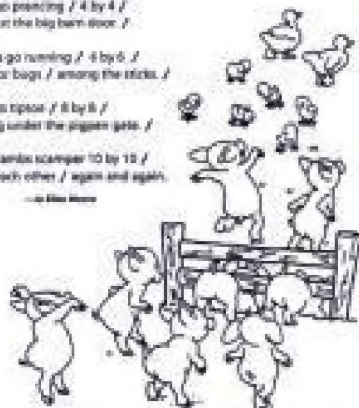


Illustration: © 1988, 1990 by Scholastic Corp. Reading Fluency: 180-189 by Scholastic Corp.

Over in the Meadow

Over in the meadow / in the sand in the sun,
Lived an old mother turtle / and her little turtle son.
"Dig," / said the mother.
"I dig," / said the son.
So they dug all day / in the sand / in the sun.

Over in the meadow / where the stream runs blue,
Lived an old mother fish / and her little fishes two.
"Swim," / said the mother.
"We swim," / said the two.
So they swam all day / where the stream runs blue.

Over in the meadow / in a hole in a tree,
Lived an old mother owl / and her little owlets three.
"Hoot," / said the mother.
"Hoot," / said the three.
So they hooted all day / in a hole / in a tree.

—Annette



Illustration: © 1988, 1990 by Scholastic Corp. Reading Fluency: 180-189 by Scholastic Corp.

The Squirrel

Whisky, / finky, /
Hoppity hop, /
Up he goes /
To the treetop /

Whirly, / twirly, /
Round and round, /
Down he tumbles /
To the ground, /

Purly, / curly, /
What a tell, /
Tall as a feather /
Broad as a sail /

Where's his supper? /
In the shell, /
Snappity, / crackity, /
Out it fell.

—Annette



Illustration: © 1988, 1990 by Scholastic Corp. Reading Fluency: 180-189 by Scholastic Corp.

Rhyming Riddles

It keeps you nice / and
very neat — / has lots of
teeth, / but cannot eat.
What is it?

(A comb)

Sits on the table / by your
plate and cup — / if it falls
down, / it might stick up.
What is it?

(A knife)

Sometimes curly /
sometimes flat — /
it's over the head /
and under a hat.
What is it?

(A hair)

It runs all night, / and
runs all day, / but never
tires / it runs away.
What is it?

(A clock)



Illustration: © 1988, 1990 by Scholastic Corp. Reading Fluency: 180-189 by Scholastic Corp.

Terrific Tongue Twisters

Wake Up

Sheep shouldn't sleep / in a shack,
Sheep should sleep in a shed.

What a Mess!

Shirts unbuttoned / in sacks of string
chips.

Whistle

Eight blue balloons / basked in the sun /
beside the black bamboo.

Steady Now

Try to leave / filled in the quiet wind.

Delish!

They took / three free throws.

Puppy Love

The puppy pug puppy / played with / the
pretty pink poodle.



Illustration: © 1988, 1990 by Scholastic Corp. Reading Fluency: 180-189 by Scholastic Corp.

Run, Bird, Run!

Faster than a cheetah! / Quicker than a hare! / It's a bird, /
It's a plane, / It's a... multimotor!

This speedy bird / can run / up to 15 miles per hour, / it can fly /
It's wings / but running is more useful. / The multimotor / can
even jump / straight up to catch a dead, / it eats bugs and
doesn't drink / like snakes and mice.

Most birds / are afraid of humans, / but this multimotor / is not
scared of people, / it might walk right up / to get a close look / at
someone, / then off it goes again!



Illustration: © 1988, 1990 by Scholastic Corp. Reading Fluency: 180-189 by Scholastic Corp.

Giant Pandas

What is black and white / and bleats like a sheep? / A giant
panda! / There are very few giant pandas / in the world, / in the
wild, / they live in bamboo forests, / these forests are found /
only in parts of China, / Some giant pandas / are in zoos
around the world, / These pandas / were gifts from China.

Giant pandas can eat bamboo / for 12 or more hours a
day, / That's a lot of bamboo! / They have paws with a toe / that
works like a thumb / to grab the bamboo, / They have big
strong teeth / for chewing bamboo.

Giant pandas / are born alive, / The babies are very small,
when they are born, / These tiny babies are pink, / with no hair,
Their eyes are closed, / As they grow, / the young pandas / get
black spots on their skin, / Panda mothers / feed and protect
their babies / for many months.

China wants to protect the giant pandas / living in the
bamboo forests, / Land has been set aside / where giant
pandas can live / safe from harm, / Someday / there may be
many more pandas / in the world.



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Popcorn

Get out the oil, /
Pour some in the pot, /
Pop go the kernels, /
Now, wait until it's hot!

Pop goes the first kernel, /
Pop goes the next, /
Then pop, pop, / explosion, /
There go all the rest!

Think about / how popcorn kernels look / before they are
cooked, / How do hard little yellow kernels / turn into fluffy
white puffs?

When you cook popcorn, / the kernels get very hot, / Water
inside the kernels / gets so hot / it turns to steam, / The hard cover
of the kernel / keeps the steam in, / The steam / pushes the hard
cover / trying to get out, / At last, / the steam pushes the cover
open, / Now / you have fluffy puffs of popcorn.

Add a little melted butter / and some salt, / Snack time!



Illustration: © 1988, 1990 by Scholastic Corp. Reading Fluency: 180-189 by Scholastic Corp.

The Tortoise and the Hare

One day, / there was bragging / in the other animals, / "None of you / is
as quick as I am," / he said.

Tortoise was passing by, / He heard / what Hare was saying, / "I know /
who can beat you / in a race, / I can."

Hare fell down laughing, / "How can a pesty animal like you / beat
me?" / he said, / "I'll race you, / and I will win!"

The other animals / erupted in guff / through the woods, / "Get ready, /
Get set, / Go!" / shouted Oak, / Off went Hare / as fast as he could go, / Soon /
he was far ahead of Tortoise.

"I think / I'll take a little nap / under this tree," / thought Hare, / "Tortoise
is so far behind, / he will never catch up!"

Tortoise kept walking, / he passed by the sleeping Hare, / When Hare
woke up from his nap, / he couldn't see Tortoise / anywhere.

Just then, / Hare heard a shout, / "What is that?"

He hurried / to the end of the race, / He saw / that Tortoise was almost
to the finish line, / The last shout had been the animals cheering for Tortoise.

Hare raced / as fast as he could, / It was too late, / There was no way / he
could beat Tortoise, / Hare had his face / and chest sore.

Tortoise crossed the finish line, / His friends cheered, / "Hurray for
Tortoise!" / They patted him on the back.

Hare learned / that slow and steady / can win the race.



Illustration: © 1988, 1990 by Scholastic Corp. Reading Fluency: 180-189 by Scholastic Corp.

The Giant Carrot



Grandfather / loved to work / in his garden. / He grew peas and corn / of the vegetable he liked most / — carrots.

Grandfather / saw / that one carrot / was much bigger than the rest. / The giant top of the carrot / was as tall as Grandfather. / He grabbed it / and pulled. He pulled very hard. / The giant carrot / would not come out.

Grandfather / called Grandmother / and asked her to help. / Grandmother / came to the garden. / She pulled on Grandfather. / Grandfather / pulled on the carrot top. / The giant carrot / would not come out.

Grandmother / called her pet cat / and asked it to help. / The pet cat / came to the garden. / It pulled on Grandmother. / Grandmother / pulled on Grandfather. / Grandfather / pulled on the carrot top. / The giant carrot / would not come out.

The pet cat / called to a little gray mouse / and asked it to help. / The little gray mouse / came to the garden. / It pulled on the pet cat. / The pet cat / pulled on Grandmother. / Grandmother / pulled on Grandfather. / Grandfather / pulled on the carrot top. / They pulled / and pulled / and pulled / and the carrot came out.

Building Fluency: Read aloud to a partner.

Stan and Goldie

Alex / was looking for his cat. / The cat didn't come / when Alex called his name. / He didn't come / when Alex shook his head low. / That was bad news.

When Stan didn't come for food, / he was up to no good. / Alex was right. / Stan was about to do something bad. / He was sitting on the table / watching Goldie / swim in her bowl. / Around and around / went Goldie. / Around and around / went Stan's eyes. The naughty cat / didn't put a paw / into the bowl. / Just as he was about to grab Goldie, / Alex saw him.

"Look / I call / I yelled Alex. / "Yow! / I screeched Stan. / He took off like a flash / and hid under the sofa.

Now / Goldie lives in a new home / with a wire lid across the top. / And Stan has to be happy / with fish out of a can.



Building Fluency: Read aloud to a partner.

Teeny-Tiny Woman



There was a teeny-tiny woman. / She lived in a teeny-tiny house / in a teeny-tiny town. / One day, / the teeny-tiny woman / went for a teeny-tiny walk. / She buttoned her teeny-tiny coat. / She put on her teeny-tiny hat. / She opened her teeny-tiny door. / She walked down / the teeny-tiny path.

The cat / in a teeny-tiny gate. / The teeny-tiny woman / opened the teeny-tiny gate. / She walked into a teeny-tiny yard. / She saw a teeny-tiny bone / on top of a teeny-tiny stump. / The teeny-tiny woman / said, "Look! / A teeny-tiny bone! / A teeny-tiny treat / for my teeny-tiny dog." / The teeny-tiny woman / took the teeny-tiny bone / from the teeny-tiny stump. / She put the teeny-tiny bone / into her teeny-tiny pocket. / Then the teeny-tiny woman / went back / to her teeny-tiny house.

When the teeny-tiny woman / got home, / she was a teeny-tiny bit hungry. / She climbed into her teeny-tiny bed. / The teeny-tiny woman / closed her teeny-tiny eyes / for a teeny-tiny nap. / Then / she heard a teeny-tiny voice. / The voice said, / "Give me my bone!"

Building Fluency: Read aloud to a partner.

The teeny-tiny woman / was a teeny-tiny bit scared. / She hid her teeny-tiny head / under her teeny-tiny quilt. / She went to sleep again. / When she had been asleep / for a teeny-tiny time, / the voice woke her again. / It was a teeny-tiny bit louder.

"Give me my bone!"

The teeny-tiny woman / was a teeny-tiny bit more scared. / She hid her teeny-tiny head / a teeny-tiny bit farther / under the quilt. / In a teeny-tiny time, / the teeny-tiny woman / heard the voice again. / It was a teeny-tiny bit louder.

"Give me my bone!"

By now, / the teeny-tiny woman / was a teeny-tiny bit more scared. / She took her head / out from under her teeny-tiny quilt / and said in her loudest teeny-tiny voice:

"TAKE IT!"



Building Fluency: Read aloud to a partner.

The Three Little Pigs



Character
Reader 1
Reader 2

Reader 1: "Goodbye, / my pig!" / cried their mother / as the three little pigs left home.

Reader 2: "I must build a house," / thought each little pig. / "And I'll build it / all alone!"

Reader 3: "I'm strong" / thought the first. / "I'm smart" / thought the next. / "I'm bristly" / thought the third little pig.

Reader 4: As each pig finished / his brand-new house, / he happily moved right in.

Reader 1: "It's nice being grown," / thought each little pig, / as he sat back / with a grin.

Building Fluency: Read aloud to a partner.

Reader 2: "Hush!" / sighed the first. / "Hush!" / moaned the next. / "Hush!" / cried the third little pig.

Reader 3: "Quiet," / said the pig / from his house of straw. / "Who's that outside my door?"

Reader 4: "I'm a huffin' and a puffin' / cried the Big Bad Wolf. / "And it's you / I'm hungry for!"

Reader 1: Puff! / went the house. / Gulp! / went the wolf. / Down went the first little pig.

Reader 2: "Quiet Quiet" / said the pig / from his house of wood. / "Who's that outside my door?"

Reader 3: "I'm a huffin' and a puffin' / cried the Big Bad Wolf. / "And it's you / I'm hungry for!"

Reader 4: Snap! / went the house. / Gulp! / went the wolf. / Down went the second little pig.

Building Fluency: Read aloud to a partner.

Reader 1: "Quiet Quiet Quiet" / said the pig / from his house of brick. / "Who's that outside my door?"

Reader 2: "I'm a huffin' and a puffin' / cried the Big Bad Wolf. / "And it's you / I'm hungry for!"

Reader 3: Huff! / blew the wolf. / Huff and puff! / blew the wolf. / But the house / stayed still in place.

Reader 4: "Meet me in the orchard," / you clever pig. / I'll show you the apple tree."

Reader 1: "Sure!" / said the pig. / "I'll see you at four." / But the pig / was home by three.

Reader 2: "Hi Wolf!" / went the pig. / "Crash!" / cried the wolf. / Down went the apple tree.

Reader 3: "Meet me at the lake," / you clever pig. / I'll show you / a real good time!"

Building Fluency: Read aloud to a partner.

Reader 4: "Sure!" / said the pig. / "I'll meet you at ten." / But the pig / started home by nine.

Reader 1: "Hey, wolf!" / yelled the pig. / "Oh, no!" / cried the wolf / as a barrel rolled down / top speed.

Reader 2: The pig rolled home / with the wolf behind / and built a fire inside.

Reader 3: "I'll get you, pig!" / I'll eat you up! / No huff and puff this time!"

Reader 4: Hoot! / went the steam. / Blast! / went the pot. / Down went the Big Bad Wolf.



Building Fluency: Read aloud to a partner.

Name _____

Rainforest Gems

Rain drips from broad leaves in the green
rainforest. Many animals hide in the leaves. Some
only come out at night. One animal does not hide. Its
bright colors shine like gems. Those colors warn
other animals to stay away.

Is this colorful creature a butterfly? Is it a bird? No,
It is a frog. Many animals like to eat frogs. Most learn
to leave this tiny gem alone. Their mouths go numb
if they take a bite. Their muscles freeze up. Their hearts
stop beating. Then they die. This deadly little gem is
called the poison dart frog.

Poison dart frogs come in all kinds of bright colors.
They can be yellow, red, orange, blue, green, or black.
Many have patterns. They may have spots, stripes or
bands. Their bright colors tell rainforest animals to stay
away. The colors say, "Don't eat me! I'm deadly."

Assessing Oral Reading— the One-Minute Probe

The one-minute probe is a very simple way to assess a student's oral reading fluency using norms established in an extensive study conducted by Jan Hasbrouck and Gerald Tindal in 2004.

On page 7 is a selection that may be used for a one-minute probe. There is a cumulative word count at the end of each line of text. You may also use other appropriate reading material that contains at least 142 words.

Preparation

- Reproduce two copies of the chosen selection, one for the student and one for the evaluator.
- You will need a watch with a second hand.

How to Conduct the Probe

1. Meet with the student individually.
2. Introduce the task to the student. Say, "Here is a reading selection about _____. I'd like you to read it to me at a speed that is right for you. Please read as accurately as you can. I will stop you after one minute."
3. Time the student for one minute as the student reads the selection aloud. If the student hesitates for 3 seconds, supply the word and tell the student to continue reading. On your copy, draw a line through any words that are supplied, omitted, or miscalled. At the end of a minute, make a slash mark after the last word the student read.
4. Count the number of miscalled words and subtract them from the total words read. This will give you the **words correct per minute (WCPM)**.

Recording Assessments

1. Find the grade level for the reading selection on the Oral Reading Fluency Data table on page 9.
2. In the correct "seasonal" column, locate the WCPM closest to the student's score.
3. Read across to the percentile column to get an approximate percentile norm for the student.
4. Chart the results on the Oral Reading Record Sheet on page 10. For an indication of growth in oral reading fluency, use this probe first in the fall (except for grade 1) and again in the winter and spring.

2005 Hasbrouck & Tindal Oral Reading Fluency Data

Grade	Percentile	Fall (WCPM)	Winter (WCPM)	Spring (WCPM)
1	90		81	111
	75		47	82
	50		23	53
	25		12	28
	10		6	15
2	90	106	125	142
	75	79	100	117
	50	51	72	89
	25	25	42	61
	10	11	18	31
3	90	128	146	162
	75	99	120	137
	50	71	92	107
	25	44	62	78
	10	21	36	48
4	90	145	166	180
	75	119	139	152
	50	94	112	123
	25	68	87	98
	10	45	61	72
5	90	166	182	194
	75	139	156	168
	50	110	127	139
	25	85	99	109
	10	61	74	83
6	90	177	195	204
	75	153	167	177
	50	127	140	150
	25	98	111	122
	10	68	82	93
7	90	180	192	202
	75	156	165	177
	50	128	136	150
	25	102	109	123
	10	79	88	98
8	90	185	199	199
	75	161	173	177
	50	133	146	151
	25	106	115	124
	10	77	84	97

Adapted from Hasbrouck, J. E. & Tindal, G. (2006, April). Oral Reading Fluency Norms: A Valuable Assessment Tool for Reading Teachers. *The Reading Teacher*, 59(7). Copyright by the International Reading Association.

Oral Reading Record Sheet

Use this chart for recording the results of one-minute oral reading probes (see page 8).

[illegible]

Poems, Rhymes, and Songs

Page 12 New Shoes*

Page 13 The Swing*

Page 14 If All the Seas Were One Sea

Page 15 Clouds
Rain

Page 16 Little Monkeys

Page 17 Fungle in the Jungle

Page 18 Five Little Chicks*

Page 19 Hush, Little Baby

Page 20 Barnyard Parade*

Page 21 Over in the Meadow*

Page 22 Ducks Don't Get Wet

Page 23 Silly Things

Page 24 I Had a Little Pig

Page 25 I Asked My Mother
Way Down South

Page 26 Teddy Bear, Teddy Bear

Page 27 Snowflakes

Page 28 I Went Upstairs

Page 29 I Had a Little Puppy

Page 30 The Squirrel*

* Transparency provided

Name _____

New Shoes

My shoes are new and squeaky shoes,
They're very shiny, creaky shoes.
I wish I had my leaky shoes
That Mother threw away.

I liked my old brown leaky shoes
Much better than these creaky shoes,
These shiny, creaky, squeaky shoes
I've got to wear today.

—Anonymous



Name _____

The Swing

How do you like to go up in a swing,
Up in the air so blue?
Oh, I do think it is the pleasantest thing
Ever a child can do!

Up in the air and over the wall,
Till I can see so wide,
Rivers and trees and cattle and all
Over the countryside—

Till I look down on the garden green,
Down on the roof so brown—
Up in the air I go flying again,
Up in the air and down!

—Robert Louis Stevenson



Name _____

If All the Seas Were One Sea

If all the seas were one sea,
What a great sea that would be!

And if all the trees were one tree,
What a great tree that would be!

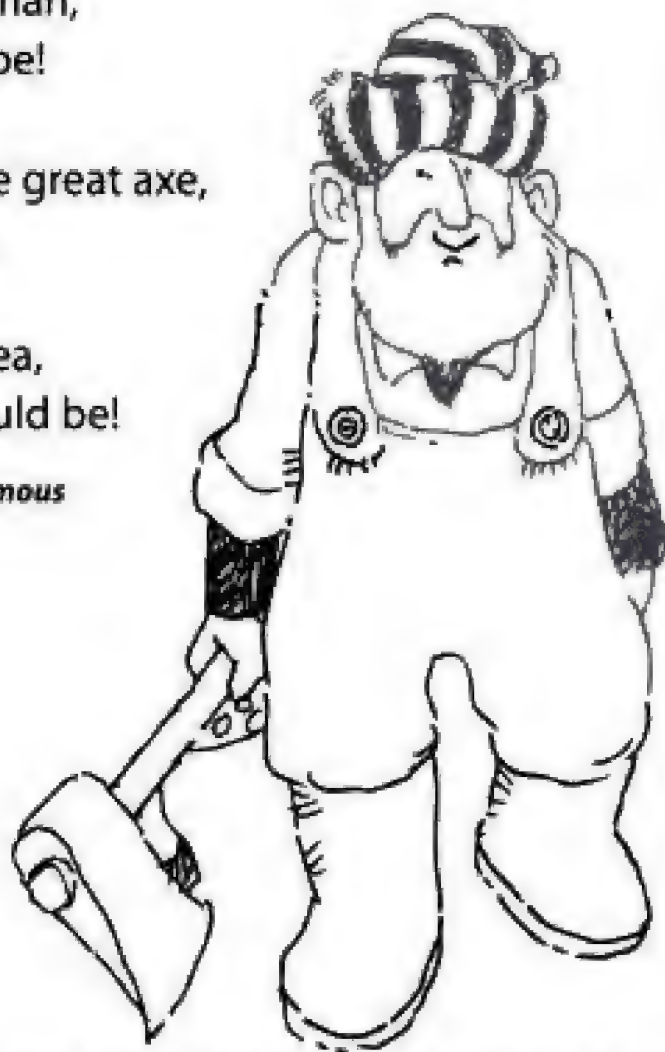
And if all the axes were one axe,
What a great axe that would be!

And if all the men were one man,
What a great man he would be!

And if the great man took the great axe,
And cut down the great tree,

And let it fall into the great sea,
What a splish splash that would be!

—Anonymous



Name _____

Clouds

White sheep, white sheep,
On a blue hill,
When the wind stops
You all stand still.
When the wind blows
You walk away slow.
White sheep, white sheep,
Where do you go?

—Christina G. Rossetti

Rain

The rain is raining all around,
It falls on field and tree,
It rains on the umbrellas here,
And on the ships at sea.

—Robert Louis Stevenson



Name _____

Little Monkeys

One little monkey swinging in a tree.
Two little monkeys splashing in the sea.

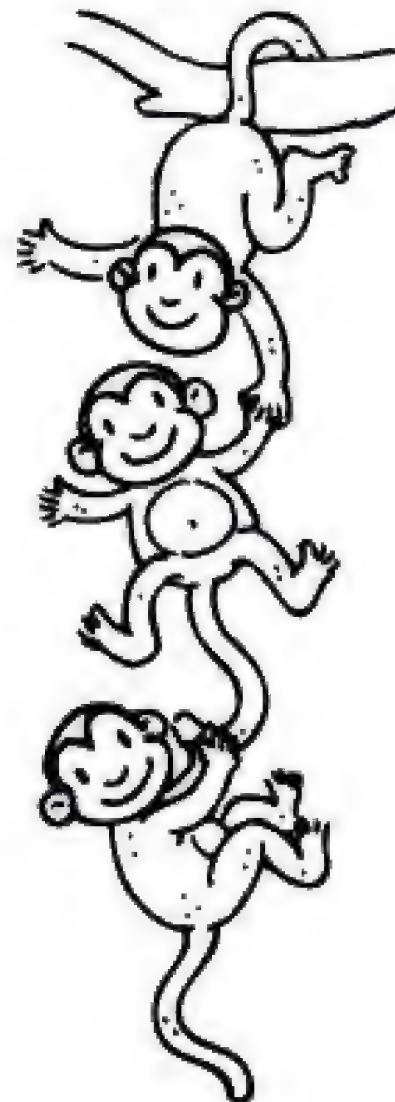
Three little monkeys playing on a swing.
Four little monkeys dancing in a ring.

Five little monkeys drinking lemonade.
Six little monkeys digging with a spade.

Seven little monkeys chasing furry cats.
Eight little monkeys wearing funny hats.

Nine little monkeys nodding little heads.
Ten little monkeys sleeping in their beds.

—Anonymous



Name _____

Fungle in the Jungle

The elephant moved very slowly.
His trunk was dragging the ground.
He was feeling kind of lonely,
But then his friends came around.
And they had...

FUNGLE
FUNGLE
FUNGLE

The elephants go fungle
In the jungle.

FUNGLE
FUNGLE
FUNGLE

The elephants go fungle
In the jungle.

—Debbie DePauw



Name _____

Five Little Chicks

Said the first little chick
With a strange little squirm,
"I wish I could find
A fat little worm."

Said the second little chick
With an odd little shrug,
"I wish I could find
A fat little slug."

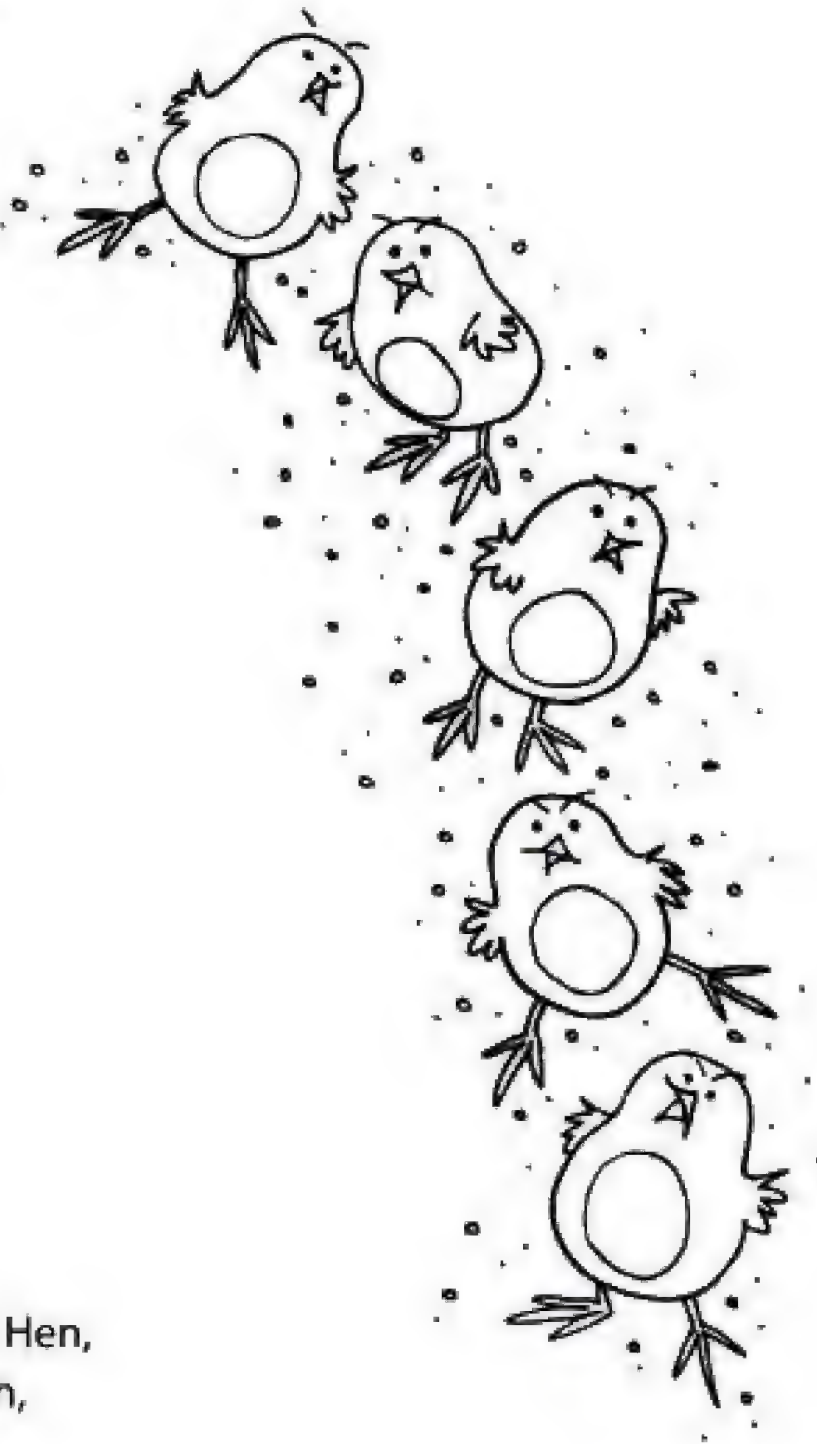
Said the third little chick
With a sharp little squeal,
"I wish I could find
Some nice yellow meal."

Said the fourth little chick
With sigh of grief,
"I wish I could find
A little green leaf."

Said the fifth little chick
With a faint little groan,
"I wish I could find
A wee gravel stone."

"Now see here," said Mother Hen,
From the green garden patch,
"If you want your breakfast,
Just come here and scratch."

—Anonymous

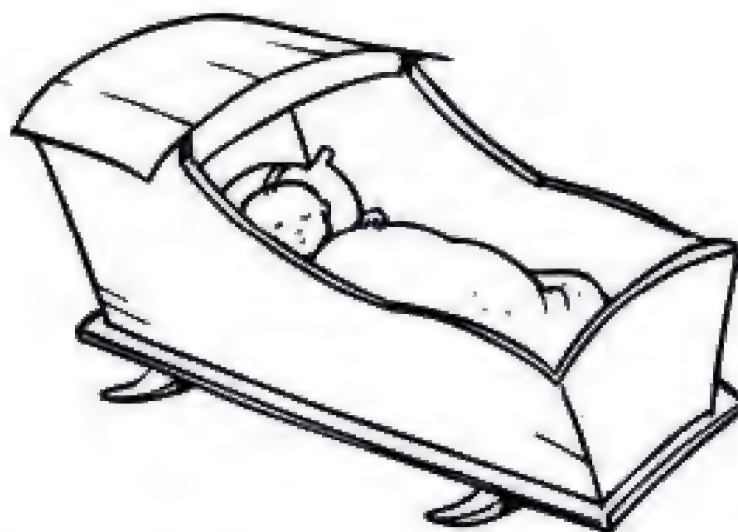


Name _____

Hush, Little Baby

Hush, little baby, don't say a word,
Mama's going to buy you a mockingbird.
And if that mockingbird don't sing,
Mama's going to buy you a diamond ring.
And if that diamond ring turns brass,
Mama's going to buy you a looking glass.
And if that looking glass gets broke,
Mama's going to buy you a billy goat.
And if that billy goat won't pull,
Mama's going to buy you a cart and bull.
And if that cart and bull turn over,
Mama's going to buy you a dog named Rover.
And if that dog named Rover won't bark,
Mama's going to buy you a horse and cart.
And if that horse and cart falls down,
You'll still be the prettiest little baby in town.

—Anonymous



Name _____

Barnyard Parade

The ducks go waddling 2 by 2
Let's follow and see what they will do.

The kids go prancing 4 by 4
Racing past the big barn door.

The chicks go running 6 by 6
Looking for bugs among the sticks.

The piglets tiptoe 8 by 8
Squeezing under the pigpen gate.

The little lambs scamper 10 by 10
Chasing each other again and again.

—Jo Ellen Moore



Name _____

Over in the Meadow

Over in the meadow in the sand in the sun,
Lived an old mother turtle and her little turtle one.

"Dig," said the mother.

"I dig," said the one.

So they dug all day in the sand in the sun.

Over in the meadow where the stream runs blue,
Lived an old mother fish and her little fishes two.

"Swim," said the mother.

"We swim," said the two.

So they swam all day where the stream runs blue.

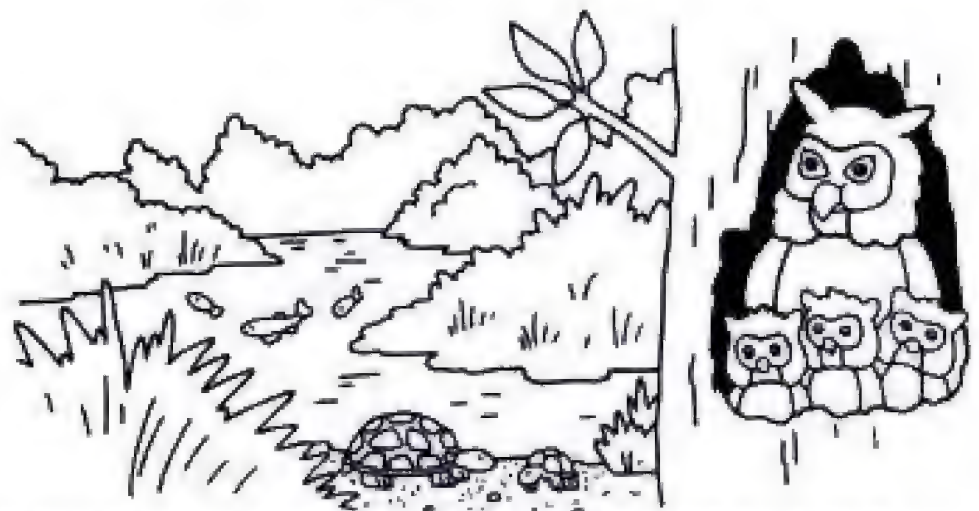
Over in the meadow in a hole in a tree,
Lived an old mother owl and her little owlets three.

"Tu-whoo," said the mother.

"Tu-whoo," said the three.

So they tu-whooed all day in a hole in a tree.

—Anonymous



Name _____

Ducks Don't Get Wet

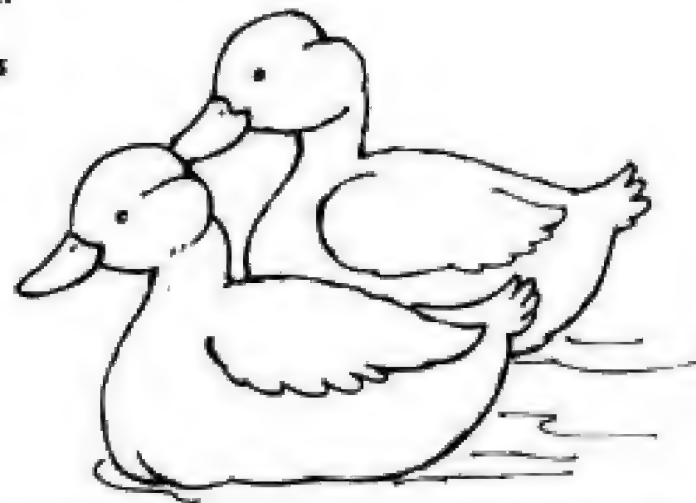
A duck is waterproof.
Water rolls off his back
Because oil and water don't mix,
And that's a proven fact.

Preening every day
In damp or sunny weather,
He spreads oil with his bill
Over each lovely feather.

When he dives under water
Looking for food to eat,
His oily feathers keep him dry
From his head down to his feet.

A duck is waterproof.
Water rolls off his back
Because oil and water don't mix,
And that's a proven fact.

—Anonymous



Name _____

Silly Things

Shoes have tongues

But cannot talk.

Chairs have legs

But cannot walk.

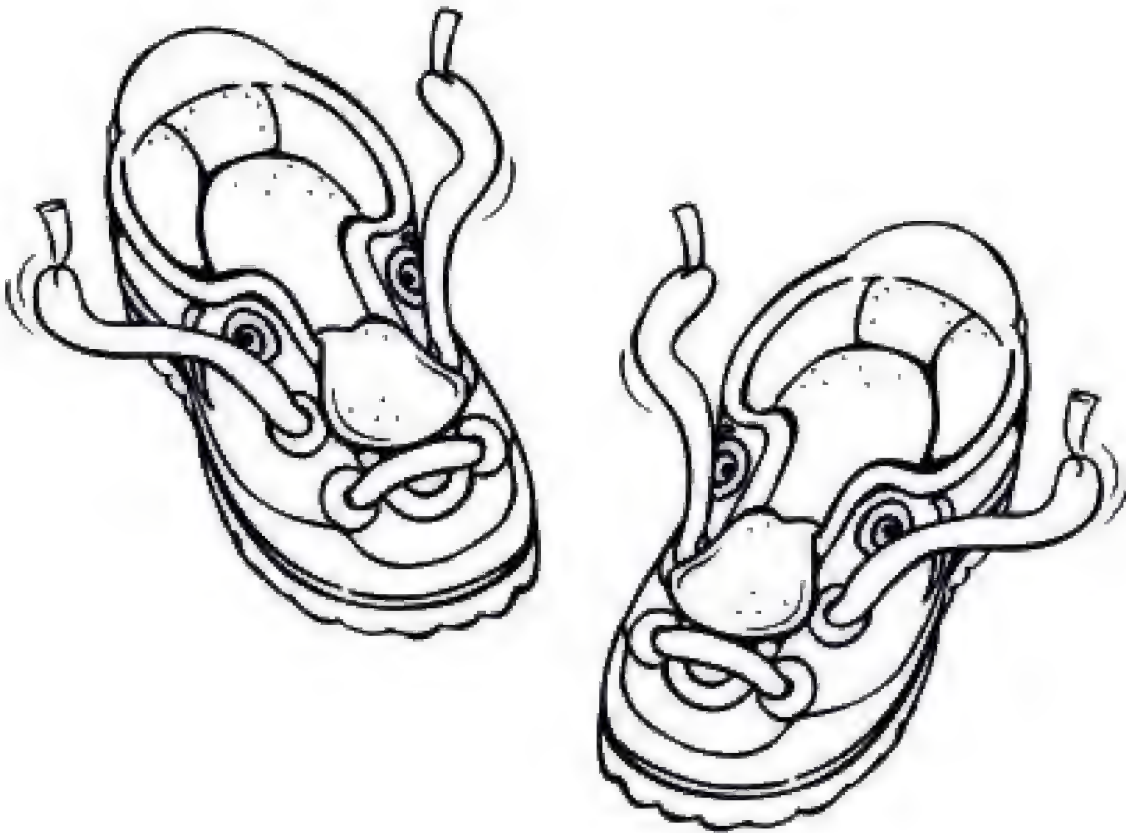
Needles have eyes

But cannot see.

This chair has arms—

But it can't hug me!

—Anonymous

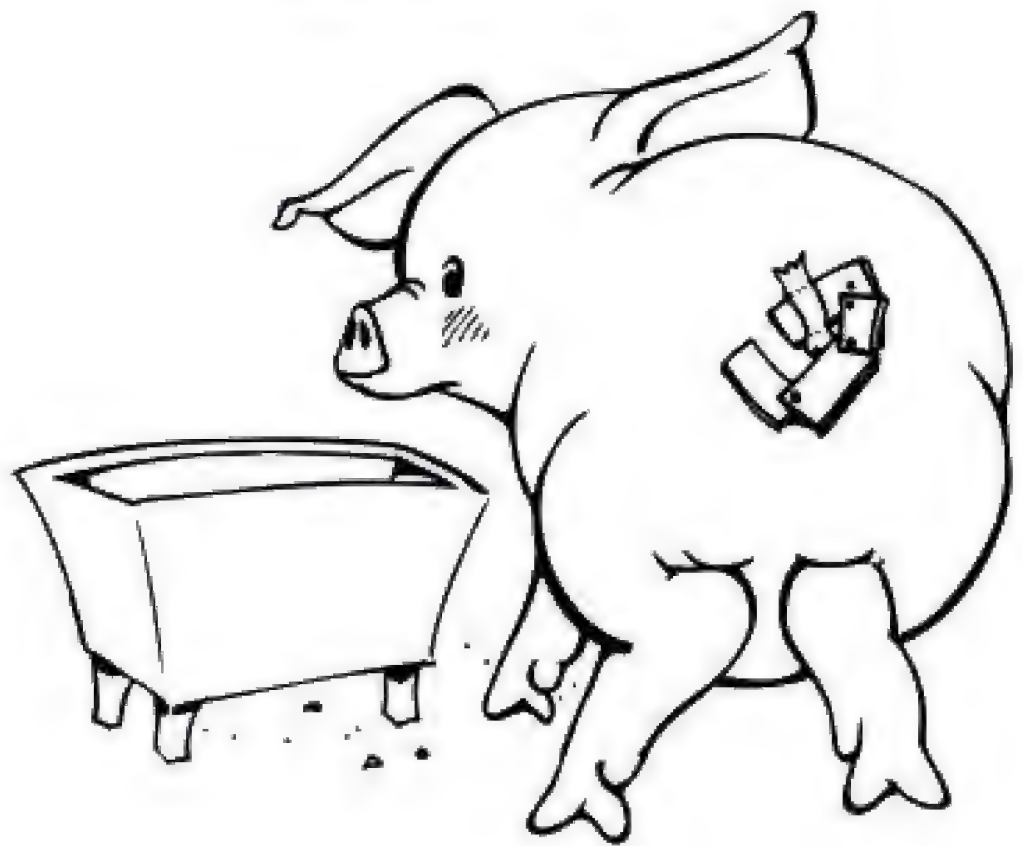


Name _____

I Had a Little Pig

I had a little pig,
I fed him in a trough,
He got so fat
His tail dropped off.
So I got me a hammer,
And I got me a nail,
And I made my little pig
A brand-new tail.

—Anonymous



Name _____

I Asked My Mother

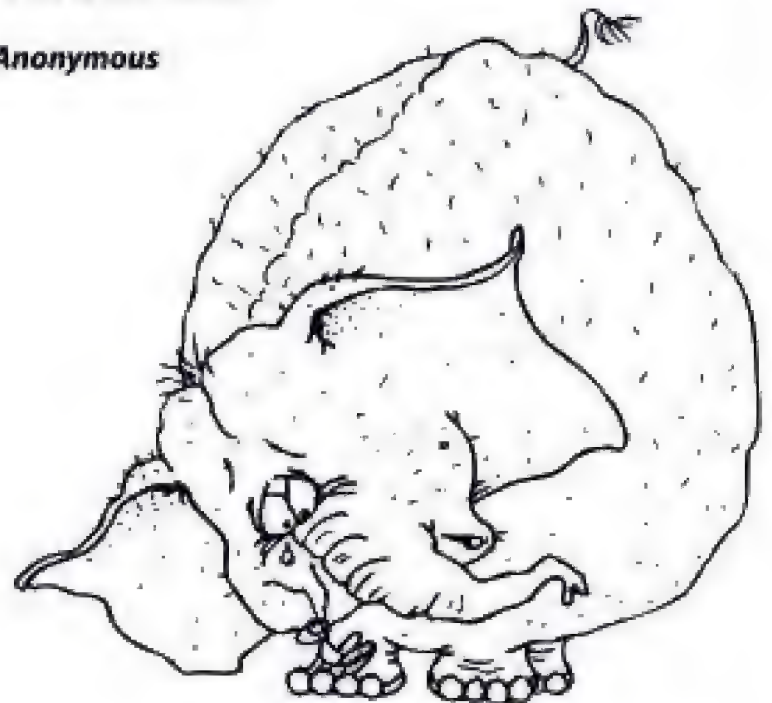
I asked my mother for fifty cents
To see the elephant jump the fence.
He jumped so high that he touched the sky
And never came back till the Fourth of July.

—Anonymous

Way Down South

Way down South where bananas grow,
A grasshopper stepped on an elephant's toe.
The elephant said, with tears in its eyes,
"Pick on somebody your own size."

—Anonymous



Teddy Bear, Teddy Bear

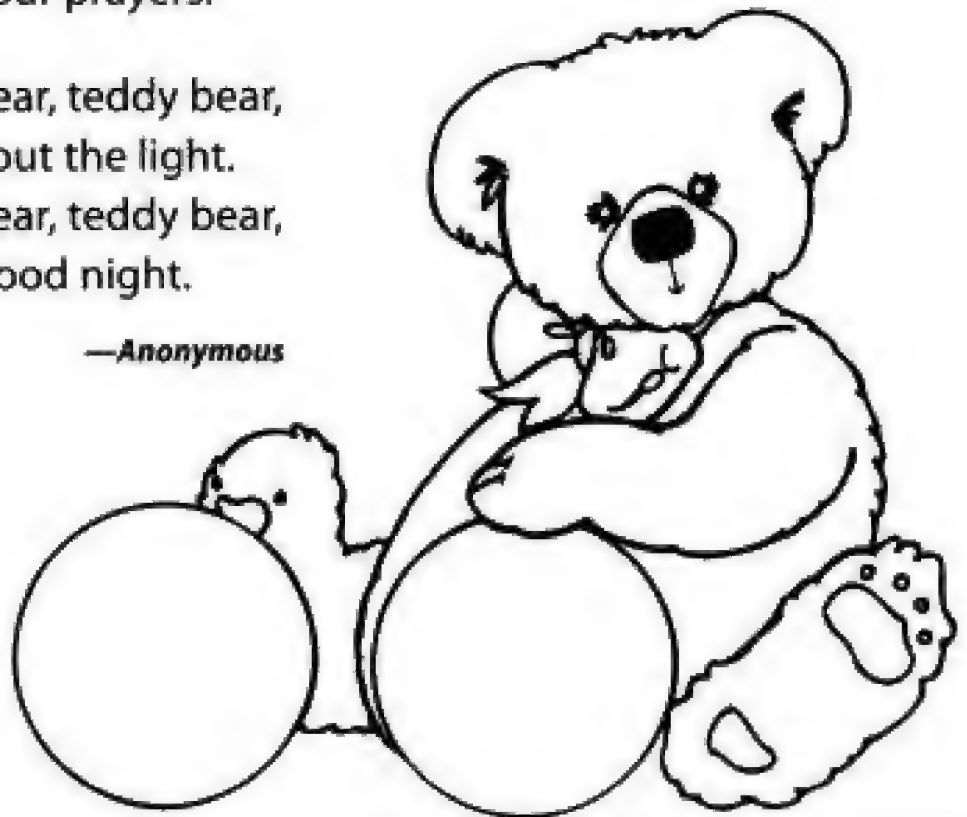
Teddy bear, teddy bear,
Turn around.
Teddy bear, teddy bear,
Touch the ground.

Teddy bear, teddy bear,
Show your shoe.
Teddy bear, teddy bear,
That will do.

Teddy bear, teddy bear,
Go upstairs.
Teddy bear, teddy bear,
Say your prayers.


Teddy bear, teddy bear,
Turn out the light.
Teddy bear, teddy bear,
Say good night.

—Anonymous




Name _____

Snowflakes



See the pretty snowflakes
Falling from the sky;
On the walk and housetop
Soft and thick they lie.



Now the bare black bushes
All look soft and white,
Every twig is laden—
What a pretty sight!

—Anonymous



Name _____

I Went Upstairs

I went upstairs to make my bed.
I made a mistake and bumped my head.

I went downstairs to milk my cow.
I made a mistake and milked the sow.

I went in the kitchen to bake a pie.
I made a mistake and baked a fly.

—Anonymous



Name _____

I Had a Little Puppy

I had a little puppy,
His name was Tiny Tim.
I put him in the bathtub, to see if he could swim.

He drank up all the water; he ate a bar of soap.
The next thing you know he had a bubble in his throat.

In came the doctor, in came the nurse,
In came the lady with the alligator purse.

Out went the doctor, out went the nurse,
Out went the lady with the alligator purse.

I hugged my puppy's doctor, I hugged my puppy's nurse,
And then I paid the lady with the alligator purse.

—Anonymous



Name _____

The Squirrel

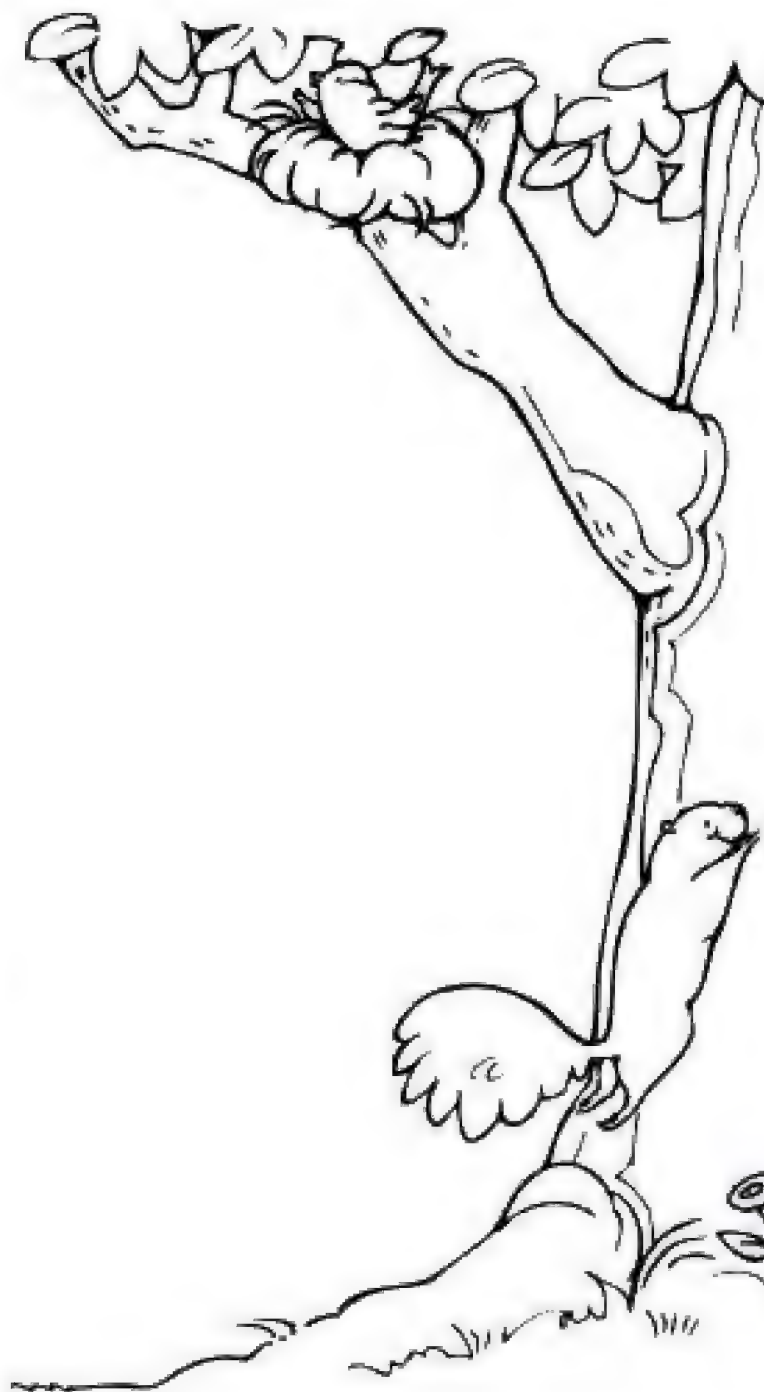
Whisky, frisky,
Hippity hop,
Up he goes
To the treetop!

Whirly, twirly,
Round and round,
Down he scampers
To the ground.

Furly, curly,
What a tail!
Tall as a feather
Broad as a sail!

Where's his supper?
In the shell,
Snappity, crackity,
Out it fell.

—Anonymous



Jokes, Riddles, and Tongue Twisters

Knock Knock Jokes

- Page 32** Ida 1
Ida 2
Ida 3

Jokes

- Page 33** All About Doctors
Page 34 All About Cats
Page 35 All About Elephants
Page 36 All About Dinosaurs

Riddles

- Page 37** Rhyming Riddles*

Tongue Twisters

- Page 38** Traditional Tongue Twisters
That's Cold
Sh-h-h
Don't Look
Too Bad
Blah, Blah, Blah
Did They Use Sunscreen?
Ho-ho-ho
- Page 39** Terrific Tongue Twisters*
Wake Up
What a Mess!
Wildlife
Steady Now
Swish!
Puppy Love

* Transparency provided

Name _____

Knock Knock Jokes

Ida 1

Knock knock.
Who's there?
Ida.
Ida who?
Ida know. I gotta ask.

Ida 2

Knock knock.
Who's there?
Ida.
Ida who?
Don't you mean Idaho?

Ida 3

Knock knock.
Who's there?
Ida.
Ida who?
Ida called first, but the phone's not working.



Name _____

All About Doctors

Patient: Doctor, doctor, I swallowed a sheep!

Doctor: How do you feel?

Patient: Baaaaaad!

Mother: Doctor, doctor, my son swallowed my pen!

Doctor: Use a pencil.

Patient: My foot falls asleep and wakes me up.

Doctor: If your foot is asleep, how can it wake you up?

Patient: It snores.

Patient: Oh! Ouch! Oh! Ouch!

Doctor: Stop yelling! I haven't put the needle in yet.

Patient: I know. But you're standing on my foot.

Doctor: Nurse, how is that little boy doing, the one who swallowed 10 quarters?

Nurse: No change yet.

Patient: Doctor, I broke my arm in 10 places.

Doctor: Stay out of them places!

Patient: Doctor, I think I swallowed a pillow.

Doctor: How do you feel?

Patient: A little down in the mouth.



Name _____

All About Cats

What do cats eat for breakfast?

(Mice Krispies)

Where do cats write notes?

(On scratch paper)

What is a cat's favorite color?

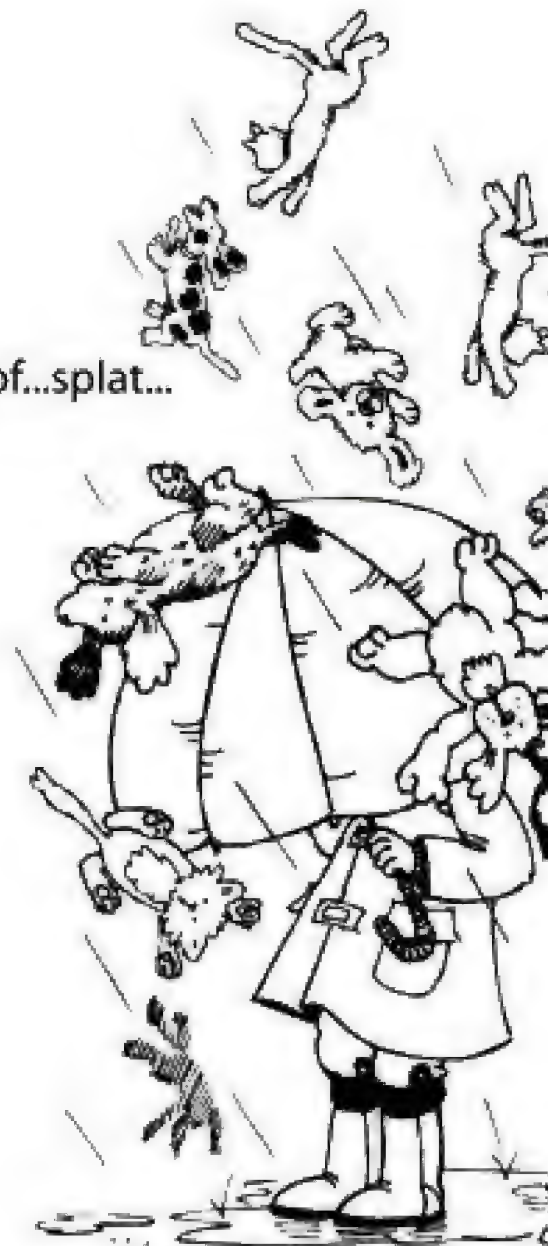
(Purrrrrple)

How do cats end a fight?

(They hiss and make up.)

What's happening when you hear "woof...splat...
meow...splat"?

(It's raining cats and dogs.)



Name _____

All About Elephants

What time is it when an elephant sits on the fence?

(Time to fix the fence!)

What's big and gray and flies straight up?

(An elecopter!)

What's gray and goes round and round?

(An elephant in a washing machine!)

What do you do with a green elephant?

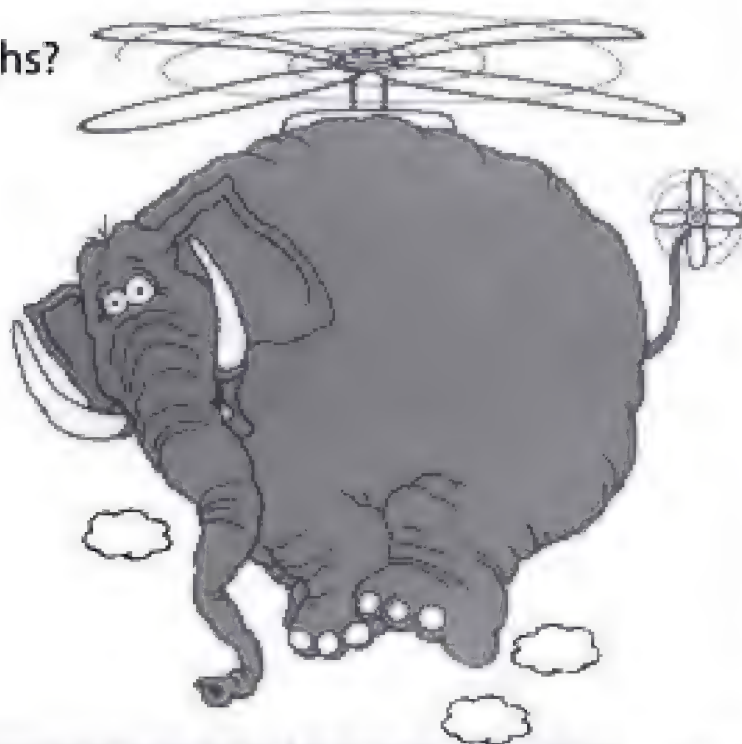
(Wait until it's ripe.)

What weighs 5,000 pounds and wears glass slippers?

(Cinderelephant)

What do elephants do for laughs?

(They tell people jokes.)



Name _____

All About Dinosaurs

What makes more noise than a dinosaur?

(2 dinosaurs!)

What should you do if you find a dinosaur in your bed?

(Sleep somewhere else!)

What do you get when a dinosaur sneezes?

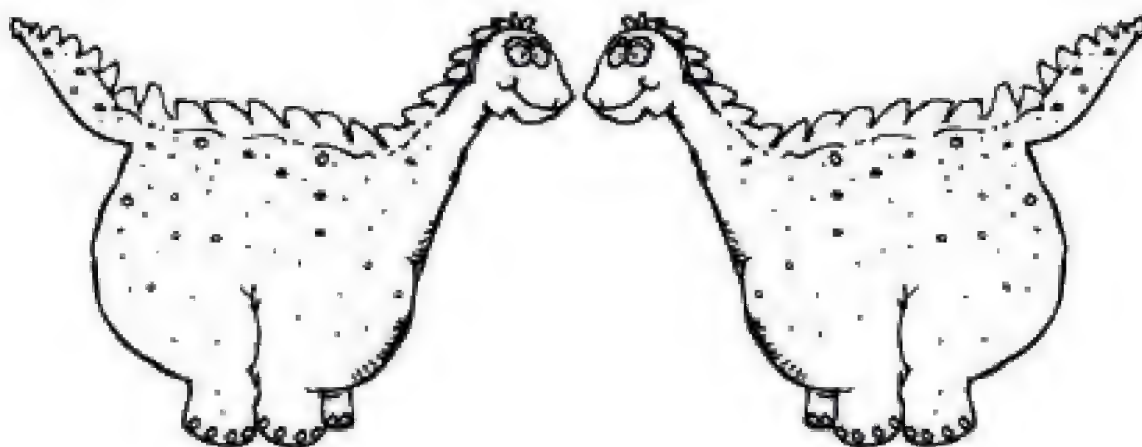
(Out of the way!)

What do you get when you cross a dinosaur with fireworks?

(Dinomite!)

How did the dinosaurs know we were coming?

(Bronto-saw-us!)



Name _____

Rhyming Riddles

It keeps you nice and
very neat—has lots of
teeth, but cannot eat.
What is it?

(A comb)

Sits on the table by your
plate and cup—if it falls
down, it might stick up.
What is it?

(A fork)

Sometimes curly,
sometimes flat—
it's over the head
and under a hat.
What is it?

(Hair)

It runs all night, and
runs all day, but never,
ever runs away.
What is it?

(A clock)



Traditional Tongue Twisters**That's Cold**

Give me some ice, not some mice!

Sh-h-h

A noisy noise annoys an oyster.

Don't Look

Andy ran from the Andes to the Indies in his undies.

Too Bad

Larry lost his hot chocolate in the loft.

Blah, Blah, Blah

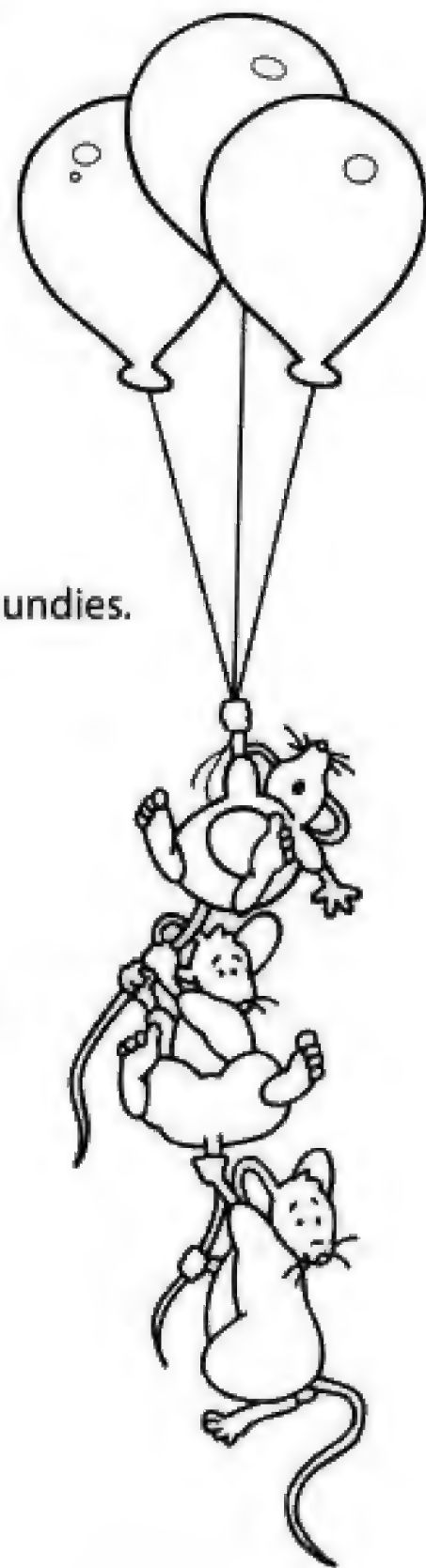
Six sharp smart sharks made six sharp smart speeches.

Did They Use Sunscreen?

Six sick snakes sit by the sea.

Ho-ho-ho

Seven silly Santas slid on the slick snow.



Name _____

Terrific Tongue Twisters**Wake Up**

Sheep shouldn't sleep in a shack.
Sheep should sleep in a shed.

What a Mess!

Sheila smashed six sacks of shrimp chips.

Wildlife

Eight blue baboons basked in the sun
beside the black bamboo.

Steady Now

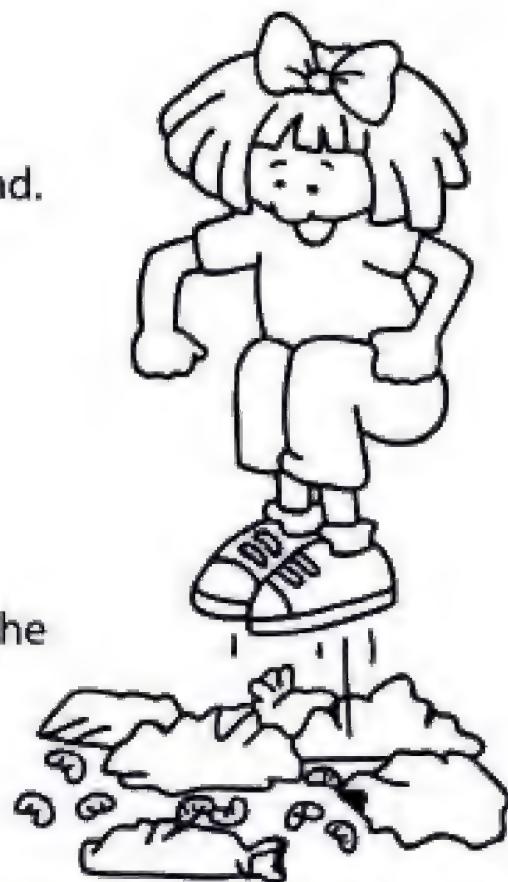
Tiny toy boats tilted in the gusty wind.

Swish!

Trey took three free throws.

Puppy Love

The peppy pug puppy played with the
pretty pink poodle.



Nonfiction

Page 41 Goober Peas

Page 42 Chocolate Town, USA

Page 43 Who Wears a Helmet?

Page 44 Run, Bird, Run!*

Page 45 It's Snowing

Page 46 Giant Pandas*

Page 47 Down in the Orchard

Page 48 Popcorn*

* Transparency provided

Name _____

Goober Peas

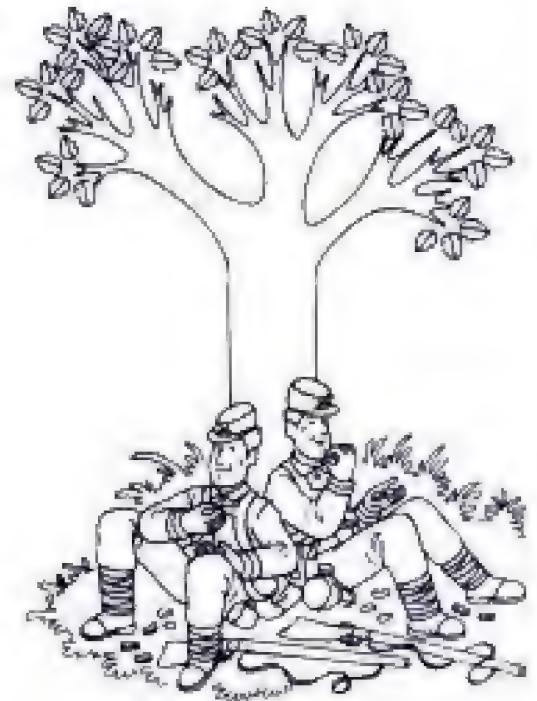
People write folk songs to tell stories. The folk songs tell about their jobs. They tell about their homes. They tell about their families. They tell about their problems. They tell about their hopes.

Some folk songs tell funny stories. People write them to make us laugh. One funny folk song is called "Goober Peas."

What are goober peas? Peanuts! Long ago, soldiers had peanuts to eat. They sang about the peanuts. Here is the first verse of the song:

*Sitting by the road on a summer day.
Chatting with my pals, passing time away.
Lying in the shade underneath the trees.
My, how delicious, eating goober peas!*

Do you like the folk song's story?
Would you like to try some goober peas?



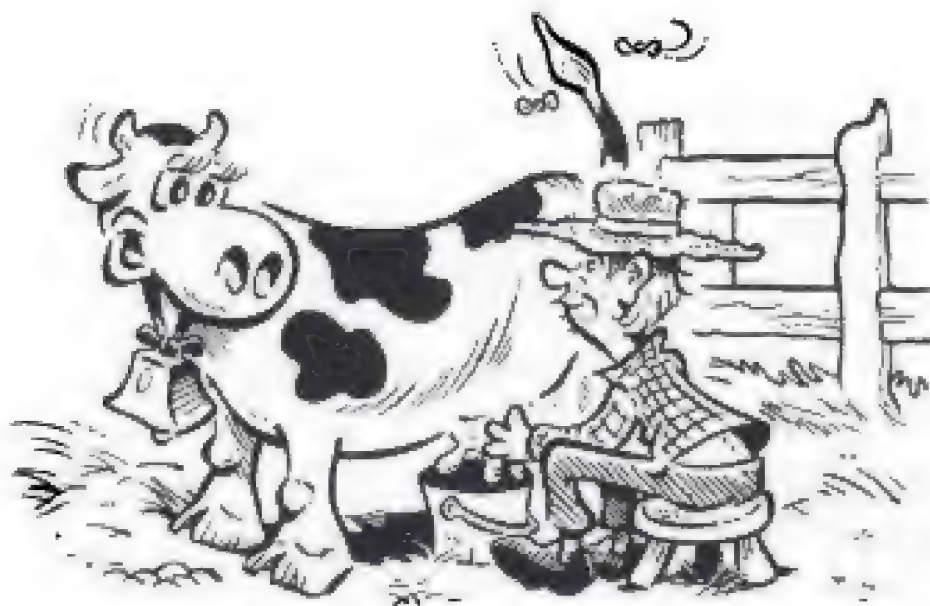
Name _____

Chocolate Town, USA

Would you like to live in a town with its own chocolate factory? Welcome to Hershey, Pennsylvania!

In 1903, Milton S. Hershey built the first modern chocolate factory. Then he built a town around it. Hershey, Pennsylvania, was born! Workers liked living there. Today, the town has a zoo, a park, a theater, and a theme park. Streetlights are shaped like Hershey's Kisses®. Hershey is the sweetest place on Earth!

I wonder...do Hershey's cows give chocolate milk?



Name _____

Who Wears a Helmet?

A firefighter wears a helmet. A builder wears a helmet.
An astronaut wears a helmet. A soldier wears a helmet.
They wear helmets to protect their heads.

Who else should wear a helmet? You! You should wear a helmet when you ride your bike.

A helmet is strong on the outside and soft on the inside. If you fall, a helmet can keep your head safe. If your head is safe, your brain is safe, too!

Get a helmet you like. Get one that fits just right. When you ride on your driveway, wear your helmet. When you ride on a road, wear your helmet. When you ride on a bike path, wear your helmet.

Firefighters and builders want to stay safe. Astronauts and soldiers want to stay safe. They want you to stay safe, too!



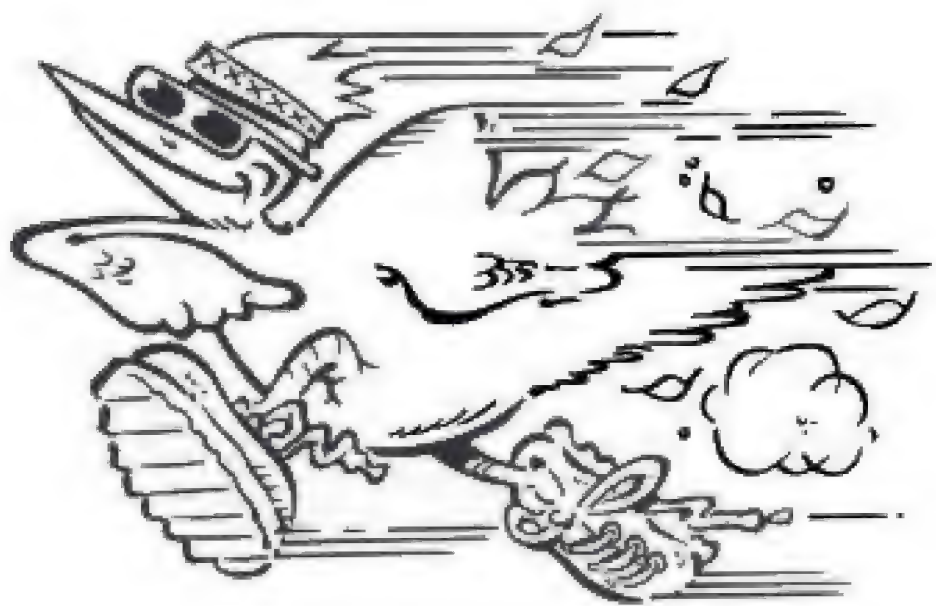
Name _____

Run, Bird, Run!

Faster than a rattlesnake! Quicker than a lizard! It's a bird.
It's a plane. It's a...roadrunner!

This speedy bird can run up to 15 miles per hour. It can fly if it wants to, but running is more useful. The roadrunner can even jump straight up to catch a meal. It eats bugs and desert animals like snakes and mice.

Most birds are afraid of humans. But the roadrunner is not scared of people. It might walk right up to get a close look at someone. Then off it goes again!



Name _____

It's Snowing

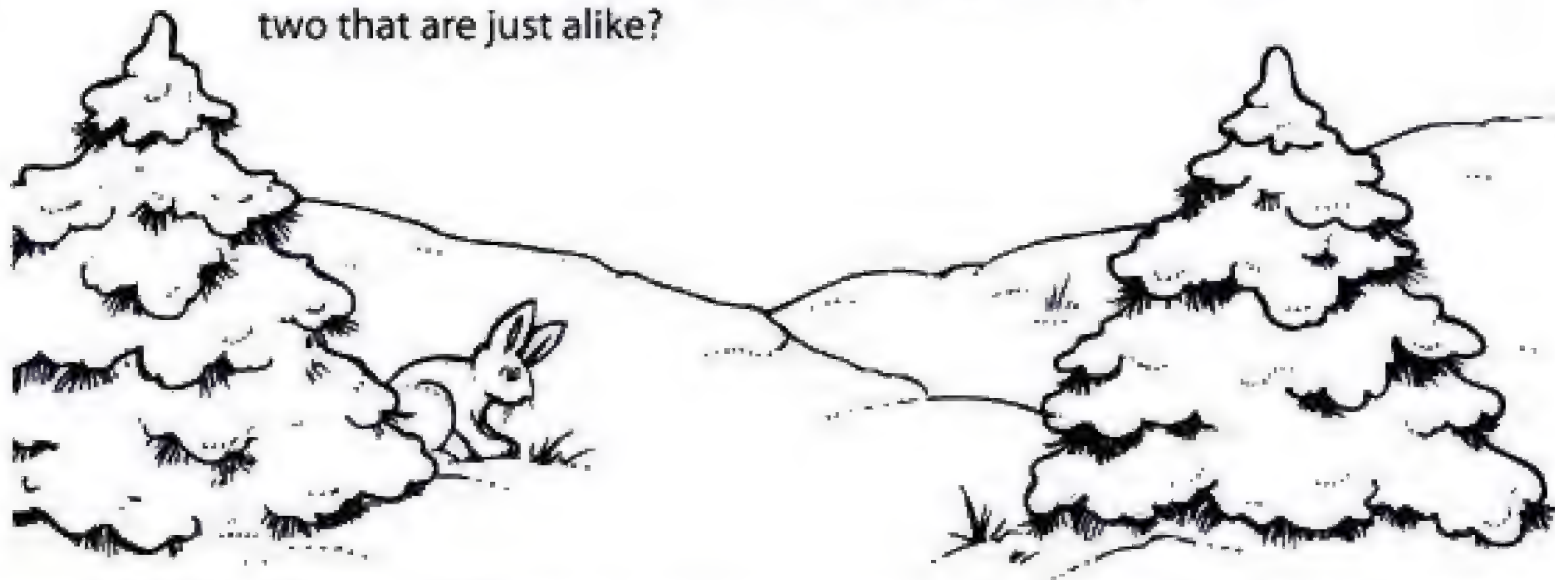
*Snow is falling to the ground
Leaving lacy flakes around.*

A snowy day is a lot of fun! Put on your mittens and boots and run outside. Make snow angels or a big snowman. Or jump on your sled and race down a hill. But where does all that snow come from?

Clouds are made of tiny drops of water. When these drops of water freeze, snowflakes are made. The snowflakes get bigger and heavier. Then they fall to Earth.

If the land is warm, the snowflakes melt when they hit the ground. If the land is cold, the snow stays. Soon, the ground is covered with a blanket of white. Trees, bushes, and rooftops wear white coats, too.

Snowflakes have six sides. Most of them are flat. No two snowflakes look just alike. The next time it snows, catch a snowflake on a piece of black paper. Look at the snowflake before it melts. Can you count the six sides? Can you find two that are just alike?



Name _____

Giant Pandas

What is black and white and bleats like a sheep? A giant panda! There are very few giant pandas in the world. In the wild, they live in bamboo forests. These forests are found only in parts of China. Some giant pandas are in zoos around the world. These pandas were gifts from China.

Giant pandas can eat bamboo for 12 or more hours a day. That's a lot of bamboo! They have paws with a toe that works like a thumb to grab the bamboo. They have big strong teeth for chewing bamboo.

Giant pandas are born alive. The babies are very small when they are born. These tiny babies are pink with no hair. Their eyes are closed. As they grow, the young pandas get black spots on their skin. Panda mothers feed and protect their babies for many months.

China wants to protect the giant pandas living in the bamboo forests. Land has been set aside where giant pandas can live safe from harm. Someday there may be many more pandas in the world.



Name _____

Down in the Orchard

Down in the orchard
It's harvest time.
Up the tall ladders
The fruit pickers climb.

Among green branches
That sway overhead,
Apples are hanging
All rosy and red.

Just ripe for picking
All juicy and sweet,
Pretty to look at
And tasty to eat.



Apples and other fruits grow on trees. Farmers grow the fruit your family buys at the supermarket. Many fruit trees grow together in places called orchards.

If you watched a fruit tree for a while, this is what you would see. Blossoms form on the tree branches. Small green fruit grows from each blossom. The fruit grows larger until it is ripe. Then the fruit is harvested.

Sometimes, fruit is picked and sent to the supermarket while it is still green. The green fruit ripens during its trip to the supermarket.

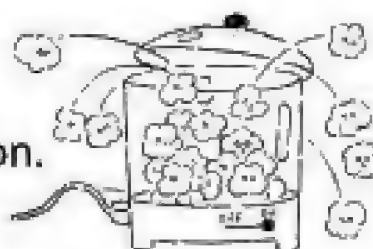
Name _____

Popcorn

Get out the oil.
Pour some in the pot.
Plop go the kernels.
Now, wait until it's hot!



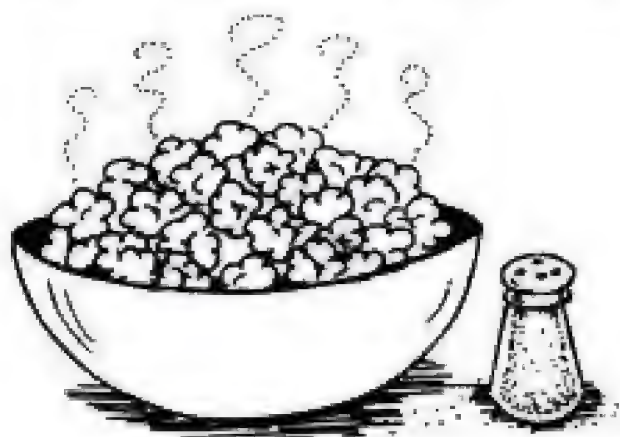
Pop goes the first kernel.
Pop goes the next.
Then pop, pop...explosion.
There go all the rest!



Think about how popcorn kernels look before they are cooked. How do hard little yellow kernels turn into tasty white puffs?

When you cook popcorn, the kernels get very hot. Water inside the kernels gets so hot it turns to steam. The hard cover of the kernel keeps the steam in. The steam pushes the hard cover trying to get out. At last, the steam pushes the cover open. Now you have fluffy puffs of popcorn.

Add a little melted butter and some salt. Snack time!



Fiction

Page 50 The Tortoise and the Hare*

Page 51 The Giant Carrot*

Page 52 The Three Billy Goats Gruff

Page 53 The Gingerbread Man

Page 54 Stan and Goldie*

Page 55 A Treehouse

Page 56 Muddy Max

Page 57 Teeny-Tiny Woman*

Page 59 The Three Sticks

Page 60 Row Your Boat

*Transparency provided

Name _____

The Tortoise and the Hare



One day, Hare was bragging to the other animals. "None of you is as quick as I am," he said.

Tortoise was passing by. He heard what Hare was saying. "I know who can beat you in a race. I can."

Hare fell down laughing. "How can a poky animal like you beat me?" he said. "I'll race you, and I will win!"

The other animals marked a path through the woods. "Get ready. Get set. Go!" shouted Owl. Off raced Hare as fast as he could go. Soon he was far ahead of Tortoise.

"I think I'll take a little nap under this tree," thought Hare. "Tortoise is so far behind, he will never catch up."

Tortoise kept walking. He passed by the sleeping Hare. When Hare woke up from his nap, he couldn't see Tortoise anywhere.

Just then, Hare heard a shout. "What is that?"

He hurried to the end of the race. He saw that Tortoise was almost to the finish line. The loud shout had been the animals cheering for Tortoise.

Hare raced as fast as he could. It was too late. There was no way he could beat Tortoise. Hare hid his face and crept away.

Tortoise crossed the finish line. His friends shouted, "Hooray for Tortoise!" They patted him on the back.

Hare learned that slow and steady can win the race.

Name _____



Grandfather liked to work in his garden. He grew rows and rows of the vegetable he liked most—carrots.

Grandfather saw that one carrot was much bigger than the rest. The green top of the carrot was as tall as Grandfather. He grabbed it and pulled. He pulled very hard. The giant carrot would not come out.

Grandfather called Grandmother and asked her to help. Grandmother came to the garden. She pulled on Grandfather. Grandfather pulled on the carrot top. The giant carrot would not come out.

Grandmother called her pet cat and asked it to help. The pet cat came to the garden. It pulled on Grandmother. Grandmother pulled on Grandfather. Grandfather pulled on the carrot top. The giant carrot would not come out.

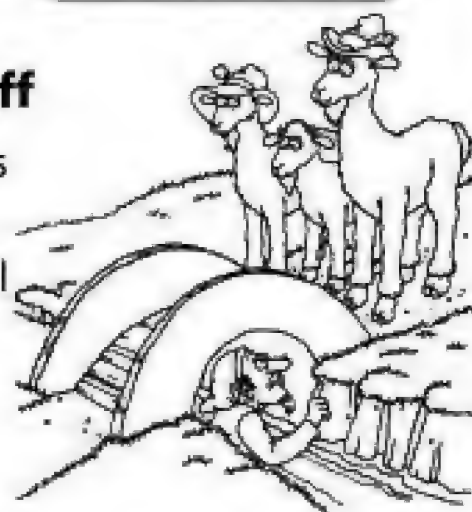
The pet cat called to a little gray mouse and asked it to help. The little gray mouse came to the garden. It pulled on the pet cat. The pet cat pulled on Grandmother. Grandmother pulled on Grandfather. Grandfather pulled on the carrot top. They pulled and pulled and pulled...and the carrot came out!

Name _____

The Three Billy Goats Gruff

Once upon a time, there was a family of billy goats named Gruff. The three goats lived near a wide river. Every day, the goats looked across the river at the tall green grass growing on a hillside.

"That grass looks so tasty," said the littlest Billy Goat Gruff.



"It's not safe to go across the bridge," warned the biggest Billy Goat Gruff. A bad troll lived under the bridge, and he liked to eat goats more than anything in the world.

One day, the littlest Billy Goat Gruff went down to the bridge. He just had to have some of that tall green grass. As he started across the bridge, out jumped the troll. "I'm going to eat you up!" growled the troll.

"I'm too little. Wait for my brother. He is bigger," begged the little goat. So the troll did.

The next day, the second Billy Goat Gruff went down to the bridge. As he started across the bridge, out jumped the troll again. The troll shouted, "I'm going to eat you up!"

"I'm too little. Wait for my brother. He is much bigger," said the second goat. So the troll did.

At last, the biggest Billy Goat Gruff went down the trail to the bridge. As he started across, the troll jumped out shouting, "I'm going to eat you up!"

"Come up and try," roared Big Billy Goat Gruff. So the troll did. Big Billy Goat Gruff hit the troll so hard that he was never seen again. Now, every day the three goats go over the bridge to the hillside to eat grass.

Name _____

The Gingerbread Man

Once upon a time, there was a little old man and a woman. They lived in a small cottage. They had a tiny dog and a wee cat. One day, she made a big gingerbread man for her husband. She put it into the oven to bake.



Much to the old woman's surprise, the gingerbread man jumped out of the oven. He looked at the old woman and the old man. Then, quick as a wink, he ran out the door and down the road. The old woman and the old man ran after the gingerbread man. They could not catch him. The gingerbread man shouted,

"Run, run, as fast as you can.
You can't catch me,
I'm the gingerbread man."

The gingerbread man ran on and on. He ran away from a horse and cow resting in the field. He ran away from a farmer working in the cornfield. They all chased the gingerbread man. Not one of them could catch him. The gingerbread man shouted,

"Run, run, as fast as you can.
You can't catch me,
I'm the gingerbread man."

The gingerbread man came to a wide river. As he stood by the river, along came a fox. The fox said, "I'll take you across the river."

The gingerbread man jumped on the back of the fox. The fox went into the river. As he went deeper into the water, the gingerbread man jumped up on the fox's head. Quick as a wink, the fox gobbled up the gingerbread man.

"What a tasty snack," said the fox with a smile.

Name _____

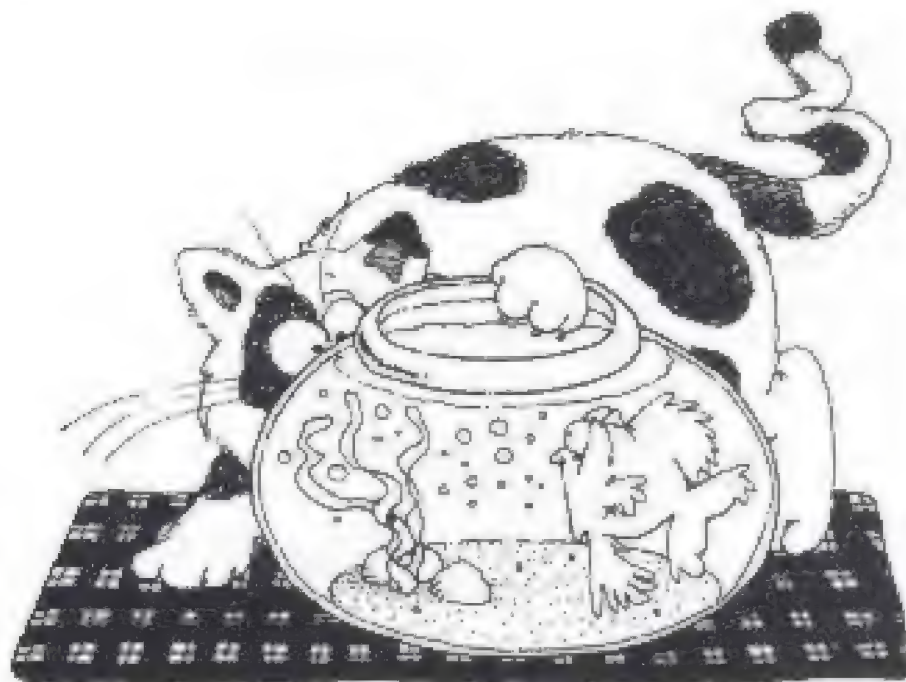
Stan and Goldie

Alex was looking for his cat. The cat didn't come when Alex called his name. He didn't come when Alex shook his food box. That was bad news.

When Stan didn't come for food, he was up to no good. Alex was right. Stan was about to do something bad. He was sitting on the table watching Goldie swim in her bowl. Around and around went Goldie. Around and around went Stan's eyes. The naughty cat slowly put a paw into the bowl. Just as he was about to grab Goldie, Alex saw him.

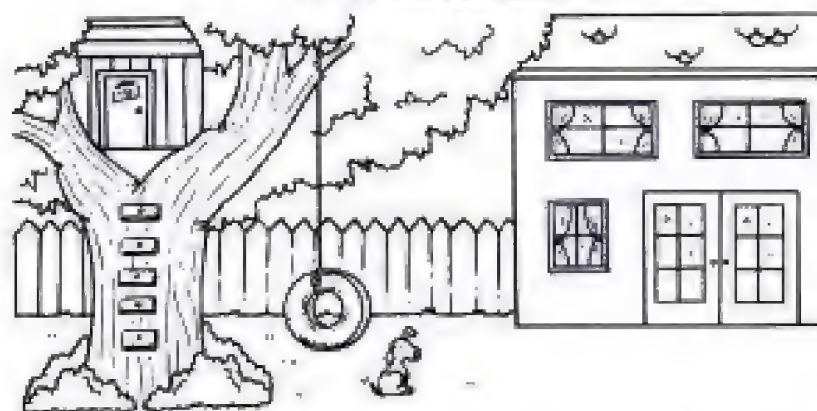
"Scat, cat!" yelled Alex. "Yow!" screeched Stan. He took off like a flash and hid under the sofa.

Now, Goldie lives in a new home with a wire lid across the top. And Stan has to be happy with fish out of a can.



Name _____

A Treehouse



"Hooray! Hooray! We're going to build a treehouse today," shouted Kate and Jake.

An old oak tree grew in the backyard of their new home. There were three low branches that were just right for a treehouse.

First came Dad carrying the lumber for the floor, walls, and roof. Next came Mom carrying a short ladder for climbing up into the tree.

After Mom came Uncle Mike carrying a saw for cutting the lumber. Then came Kate carrying a can of paint and some brushes to paint the treehouse.

Jake came last carrying the toolbox and a bag of nails. They would need these to build the treehouse. "We look like a parade!" laughed Jake.

It took all weekend to build the treehouse. Everyone helped. They cut the lumber and nailed it in place. They painted it yellow and blue. Mom set the ladder against the tree so that Kate and Jake could climb up into the treehouse.

"Wow! We did a great job," said Kate. "Can we sleep in our treehouse tonight? We have sleeping bags."

"Not tonight," said Mom. "It's going to rain. You can sleep out when the weather is better." And they did.

Name _____

Muddy Max



My dog Max is a great dog. The only bad thing about Max is mud! He loves mud! If there is mud around, Max can find it. He plays in mud puddles after it rains. He rolls in wet dirt in the garden. I yell at Max. He just smiles at me.

When I got home from school today, Max was a mess. He had mud from his head to his tail. "Muddy Max, you are a mess," I said. His smile went away. Max knew that he was in trouble.

"Max," I said, "you need a bath." Max hates getting a bath! As soon as I got the washtub and hose, Max took off. I chased him around the backyard. I chased him around the front yard. At last, I grabbed him. Then I had to drag him to the tub.

"Come on, Max. Get into the tub!" I said. Max started to pull away.

"Oh, no you don't! You have to have a bath." I shouted.

I pulled. I pushed. I pulled some more.

At last, Max was in the tub. I rubbed soap all over him. I got the hose and rinsed off the soap. I dried him with a big old towel. "You look great, Max!" I told him. "Now stay out of the mud."

Max ran off wagging his tail. "What a good dog," I said.

I put the tub and towel away. Then I walked around the house. There was Max. He was digging a big hole in the soft dirt in the garden. "Max, you dirty dog!"

Name _____

Teeny-Tiny Woman



There was a teeny-tiny woman. She lived in a teeny-tiny house in a teeny-tiny town. One day, the teeny-tiny woman went for a teeny-tiny stroll. She buttoned her teeny-tiny coat. She put on her teeny-tiny hat. She opened her teeny-tiny door. She walked down the teeny-tiny path.

She came to a teeny-tiny gate. The teeny-tiny woman opened the teeny-tiny gate. She walked into a teeny-tiny park. She saw a teeny-tiny bone on top of a teeny-tiny stump. The teeny-tiny woman said, "Look! A teeny-tiny bone! A teeny-tiny treat for my teeny-tiny dog." The teeny-tiny woman took the teeny-tiny bone from the teeny-tiny stump. She put the teeny-tiny bone into her teeny-tiny pocket. Then the teeny-tiny woman went back to her teeny-tiny house.

When the teeny-tiny woman got home, she was a teeny-tiny bit sleepy. She climbed into her teeny-tiny bed. The teeny-tiny woman closed her teeny-tiny eyes for a teeny-tiny nap. Then she heard a teeny-tiny voice. The voice said, "Give me my bone!"

The teeny-tiny woman was a teeny-tiny bit scared. She hid her teeny-tiny head under her teeny-tiny quilt. She went to sleep again. When she had been asleep for a teeny-tiny time, the voice woke her again. It was a teeny-tiny bit louder.

"Give me my bone!"

The teeny-tiny woman was a teeny-tiny bit more scared. She hid her teeny-tiny head a teeny-tiny bit farther under the quilt. In a teeny-tiny time, the teeny-tiny woman heard the voice again. It was a teeny-tiny bit louder.

"Give me my bone!"

By now, the teeny-tiny woman was a teeny-tiny bit more scared. She took her head out from under her teeny-tiny quilt and said in her loudest teeny-tiny voice:

"TAKE IT!"



Name _____

The Three Sticks



Two boys were arguing. Each thought that he was right. Each boy put up a fist and shook it at the other.

Then the boys' mother gave them three sticks. She explained, "These are special sticks. They will solve your argument."

The mother walked into the woods with her sons. Each carried a stick. When they had gone a little way, they stopped. "Now we will set up the sticks," she said. She showed the boys how to lean the three sticks together so that they stood alone.

Then she said, "The sticks must be left for one month. If they fall over toward the north, the one who set up the stick on the north is right. If they fall over to the south, the one who set up the stick on the south is right." The boys were happy. They left the sticks in the woods and went home.

A month later, the boys thought of the sticks. They went into the woods to find out who had been right. The sticks had fallen in a heap. They had begun to rot. There was no winner. The boys didn't mind. They couldn't remember what the argument had been about in the first place.



Name _____

Row Your Boat



Will lived in a big house on a farm near a river. He lived there with his mother and father. Will didn't have a brother or a sister. But he did have plenty of pets.

Will looked out the front window one summer day. The sun shone down. White clouds floated in the blue sky. A soft breeze blew leaves on the trees. "I think I'll go to the river and row my boat," he said.

"All right, Will," said his mother, "but stay near the riverbank."

"I will," shouted Will as he ran out the door.

When he reached the river, Will pushed his rowboat into the water. Soon he was rowing down the river. As he rowed, he sang, "I row, row, row my boat."

Will didn't see his dog running along the riverbank. All of a sudden, the boat began to rock. Will's dog had jumped into the boat and licked Will's face. "Down, boy!" said Will. "Don't rock the boat!"

The dog lay down by his feet. Will began to row again.

Will didn't see his cat sitting in a tree that grew by the riverbank. Again Will felt the boat rock. A furry shape landed in his lap. It was the cat! His dog jumped up and started to bark.

Will said, "Be still, Cat! Dog! Don't make me drop my oars!"

The cat sat down in the back of the rowboat. She began to purr. The dog stopped barking and sat by Will's feet. Will started to row the boat again. He sang, "I row, row, row my boat."

Will didn't spy the duck flying overhead. Soon, he heard, "Quack! Quack!" Down flew his pet duck and landed on Will's head. The dog began to bark, and the cat began to yowl.

"Sit down!" shouted Will. And he pushed the duck off his head. The duck sat down at the front of the boat. The dog and cat sat down quietly. Will picked up the oars and began to row. "This boat is getting pretty full," he thought.

"I row, row, row my boat," sang Will as he and his pets floated along. Will didn't notice the fat pig and nanny goat standing on the riverbank. "What now?" Will shouted, as his pet pig jumped into the middle of the boat. The dog barked, and the cat yowled. The duck flapped its wings and quacked.

"This has got to stop!" shouted Will. He pushed the pig under his seat. When the animals were still and quiet, Will picked up his oars. Before the oars could touch the water, four feet landed in the boat! It was Will's pet goat.

This was too much! The animals were making a terrible noise. The boat was so heavy now that water splashed over the sides. The cat, which hated water, jumped onto Will's shoulders.

"Oh, no! We're going to sink!" shouted Will.

When the other animals heard this, they jumped over the side. The dog, duck, pig, and goat all swam to the riverbank.

With the animals gone, the boat rose back up in the water. "I guess we won't sink after all," said Will to the cat. And off they rowed together. The cat purred and Will sang, "I row, row, row my boat."



Readers' Theater

Page 63 Introduction to Readers' Theater

Page 64 The Ants Go Marching
A script with 10 parts and a chorus

Page 69 Green Green Grass
A script with 10 parts and a chorus

Page 74 The Three Little Pigs*
A script with 4 parts

Page 78 Little Red Hen
A script with 6 parts

*Transparency provided

WHAT IS READERS' THEATER?

Readers' Theater is a minimalist way to perform plays. No costumes, props, or scenery are required. Students stand in front of an audience, scripts held in their hands or set on music stands. Very little movement is necessary. Readers' Theater provides the value of performing plays without the logistical considerations.

WHY PERFORM READERS' THEATER?

Readers' Theater yields positive growth in reading skills. Classroom research indicates that students strengthen word recognition, fluency, and comprehension by practicing and performing Readers' Theater selections. In addition, students love to perform, and this enthusiasm carries over to many other aspects of the school day.

HOW DO I START?

Monday

- The teacher introduces or reviews the basics of Readers' Theater.
- Using the transparency copy on the overhead, the teacher reads the play through once, modeling how to read each part.
- The teacher assigns parts, or students volunteer for parts. At first, the teacher should assign parts. As the students gain experience with Readers' Theater procedures and become more fluent readers, they can volunteer or assign parts themselves.

Tuesday through Thursday

- The teacher creates various practice opportunities—individual, group, and home sessions.

Friday

- Select the performance time. Make it a special event, such as a festival on a Friday afternoon.
- Invite an audience. Classmates, another class, parents, or the principal and office staff make good audiences.
- Consider performing for an off-site audience within walking distance.

Name _____

The Ants Go Marching



Characters

Reader 1

Reader 2

Reader 3

Reader 4

Reader 5

Reader 6

Reader 7

Reader 8

Reader 9

Reader 10

Chorus

Reader 1: The ants go marching one by one,
Hoorah! Hoorah!
The ants go marching one by one,
Hoorah! Hoorah!
The ants go marching one by one,
And the last one stops to have some fun,

Chorus: And they all go marching
Down and around
And into the ground
To get out of the rain.
Boom, boom, boom, boom,
Boom, boom, boom.

Reader 2: The ants go marching two by two,
Hoorah! Hoorah!
The ants go marching two by two,
Hoorah! Hoorah!
The ants go marching two by two,
And the last one stops to tie his shoe,

Chorus: And they all go marching
Down and around
And into the ground
To get out of the rain.
Boom, boom, boom, boom,
Boom, boom, boom.

Reader 7: The ants go marching seven by seven,
Hoorah! Hoorah!
The ants go marching seven by seven,
Hoorah! Hoorah!
The ants go marching seven by seven,
And the last one stops to go to heaven,

Chorus: And they all go marching
Down and around
And into the ground
To get out of the rain.
Boom, boom, boom, boom,
Boom, boom, boom.

Reader 8: The ants go marching eight by eight,
Hoorah! Hoorah!
The ants go marching eight by eight,
Hoorah! Hoorah!
The ants go marching eight by eight,
And the last one stops to shut the gate,

Chorus: And they all go marching
Down and around
And into the ground
To get out of the rain.
Boom, boom, boom, boom,
Boom, boom, boom.

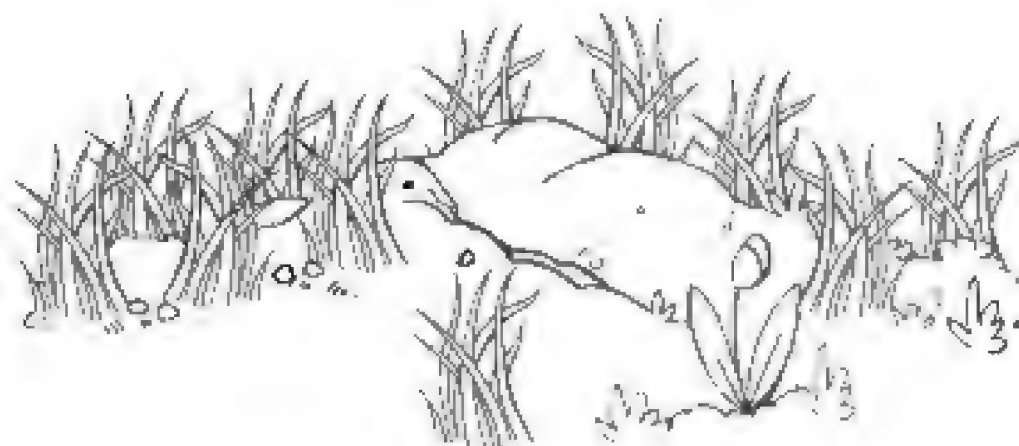
Reader 5: The ants go marching five by five,
Hoorah! Hoorah!
The ants go marching five by five,
Hoorah! Hoorah!
The ants go marching five by five,
And the last one stops to take a dive,

Chorus: And they all go marching
Down and around
And into the ground
To get out of the rain.
Boom, boom, boom, boom,
Boom, boom, boom.

Reader 6: The ants go marching six by six,
Hoorah! Hoorah!
The ants go marching six by six,
Hoorah! Hoorah!
The ants go marching six by six,
And the last one stops to pick up sticks,

Name _____

Green Green Grass



Characters

Reader 1	Reader 4	Reader 7	Reader 10
Reader 2	Reader 5	Reader 8	Chorus
Reader 3	Reader 6	Reader 9	

Reader 1: There was a hole in the middle of the ground...
The prettiest hole that you ever did see.
Well, the hole in the ground

Chorus: And the green grass grew all around, all around
And the green grass grew all around.

Reader 2: And in this hole there was a root...
The prettiest root that you ever did see.
Well the root in the hole
And the hole in the ground

Chorus: And the green grass grew all around, all around
And the green grass grew all around.

Reader 3: And on this root there was a tree...
The prettiest tree that you ever did see.
Well the tree on the root
And the root in the hole
And the hole in the ground

Chorus: And the green grass grew all around, all around
And the green grass grew all around.

Reader 4: And on this tree there was a branch...
The prettiest branch that you ever did see.
Well the branch on the tree
And the tree on the root
And the root in the hole
And the hole in the ground

Chorus: And the green grass grew all around, all around
And the green grass grew all around.

Reader 5: And on this branch there was a twig...
The prettiest twig that you ever did see.
Well the twig on the branch
And the branch on the tree
And the tree on the root
And the root in the hole
And the hole in the ground

Chorus: And the green grass grew all around, all around
And the green grass grew all around.

Reader 6: And on this twig there was a nest...
The prettiest nest that you ever did see.
Well the nest on the twig
And the twig on the branch
And the branch on the tree
And the tree on the root
And the root in the hole
And the hole in the ground

Chorus: And the green grass grew all around, all around
And the green grass grew all around.

Reader 7: And in this nest there was an egg...
The prettiest egg that you ever did see.
Well the egg in the nest
And the nest on the twig
And the twig on the branch
And the branch on the tree
And the tree on the root
And the root in the hole
And the hole in the ground

Chorus: And the green grass grew all around, all around
And the green grass grew all around.

Reader 8: And on this egg there was a bird...
The prettiest bird that you ever did see.
Well the bird on the egg
And the egg in the nest
And the nest on the twig
And the twig on the branch
And the branch on the tree
And the tree on the root
And the root in the hole
And the hole in the ground

Chorus: And the green grass grew all around, all around
And the green grass grew all around.

Reader 9: And on this bird there was a wing...
The prettiest wing that you ever did see.
Well the wing on the bird
And the bird on the egg
And the egg in the nest
And the nest on the twig
And the twig on the branch
And the branch on the tree
And the tree on the root
And the root in the hole
And the hole in the ground

Chorus: And the green grass grew all around, all around
And the green grass grew all around.

Reader 10: And on this wing there was a feather...
The prettiest feather that you ever did see.
Well the feather on the wing
And the wing on the bird
And the bird on the egg
And the egg in the nest
And the nest on the twig
And the twig on the branch
And the branch on the tree
And the tree on the root
And the root in the hole
And the hole in the ground

Chorus: And the green grass grew all around, all around
And the green grass grew all around.



Name _____

The Three Little Pigs



Characters

Reader 1

Reader 3

Reader 2

Reader 4

Reader 1: "Goodbye, my pigs!"
cried their mother
as the three little pigs left home.

Reader 2: "I must build a house,"
thought each little pig.
"And I'll build it all alone!"

Reader 3: "From straw!" thought the first.
"From wood!" thought the next.
"From brick!" thought the third little pig.

Reader 4: As each pig finished
his brand-new house,
he happily moved right in.

Reader 1: "It's nice being grown,"
thought each little pig,
as he laid back with a grin.

Reader 2: "Aaaah!" sighed the first.
"Mmmmm!" moaned the next.
"Life's great!" cried the third little pig.

Reader 3: "Oink!" said the pig
from his house of straw.
"Who's that outside my door?"

Reader 4: "I'm a huffin' and a puffin',"
cried the Big Bad Wolf.
"And it's you I'm hungry for!"

Reader 1: Poof! went the house.
Gulp! went the wolf.
Down went the first little pig.

Reader 2: "Oink! Oink!" said the pig
from his house of wood.
"Who's that outside my door?"

Reader 3: "'I'm a huffin' and a puffin',"
cried the Big Bad Wolf.
"And it's you I'm hungry for!"

Reader 4: Snap! went the house.
Gulp! went the wolf.
Down went the second little pig.

Reader 1: "Oink! Oink! Oink!" said the pig
from his house of brick.
"Who's that outside my door?"

Reader 2: "I'm a huffin' and a puffin',"
cried the Big Bad Wolf.
"And it's you I'm hungry for!"

Reader 3: Huff! blew the wolf.
Huff and puff! tried the wolf.
But the house stayed still as stone.

Reader 4: "Meet me in the orchard,
you clever pig.
I'll show you the apple tree."

Reader 1: "Sure!" said the pig.
"I'll see you at four."
But the pig was home by three!

Reader 2: "Ha! Ha!" went the pig.
"Drats!" cried the wolf.
Down went the apple sweet.

Reader 3: "Meet me at the fair,
you clever pig.
I'll show you a real good time!"

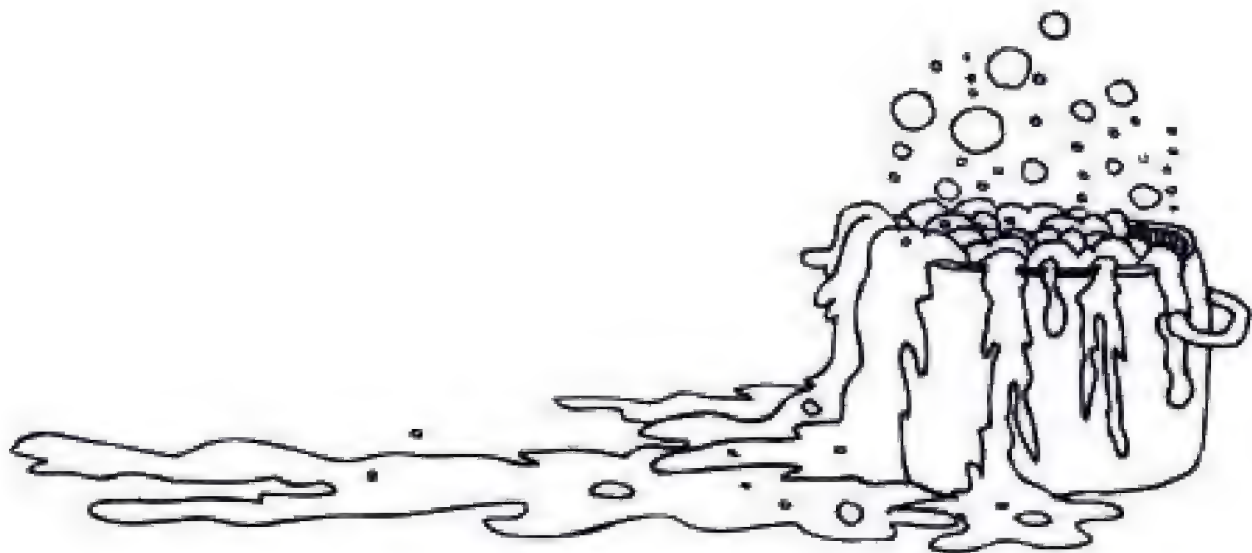
Reader 4: "Sure!" cried the pig.
"I'll meet you at ten."
But the pig started home by nine.

Reader 1: "Hey, wolf!" yelled the pig.
"Oh, no!" cried the wolf
as a barrel rolled down top speed.

Reader 2: The pig rolled home
with the wolf behind
and built a fire inside.

Reader 3: "I'll get you, pig!
I'll eat you up!
No huff and puff this time!"

Reader 4: Hiss! went the steam.
Blub! went the pot.
Down went the Big Bad Wolf!



Name _____

Little Red Hen



Characters

Narrator 1	Duck
Narrator 2	Cat
Little Red Hen	Dog

Narrator 1: Little Red Hen lived on a small farm with a duck, a cat, and a dog. Little Red Hen was busy all the time.

But the duck only wanted to swim in the pond.
The cat only wanted to nap in a sunny spot.
The dog only wanted to run and play.

Narrator 2: One day, Little Red Hen found some wheat seeds.

Little Red Hen: Who will help me plant these seeds?

Duck: I won't. It's time to go to the pond.

Cat: I won't. It's time to take a nap.

Dog: I won't. It's time to chase my tail.

Little Red Hen: Then I'll do it myself.

Narrator 1: And she did.

Narrator 2: The wheat grew tall and yellow.
It was time to harvest the wheat.

Little Red Hen: Who will help me cut the wheat?

Duck: I won't. It's time to eat my lunch.

Cat: I won't. It's time to climb a tree.

Dog: I won't. It's time to fetch a stick.

Little Red Hen: Then I'll do it myself.

Narrator 1: And she did.

Narrator 2: Soon the wheat was ready to take
to the mill to grind into flour.

Little Red Hen: Who will help me take the wheat to the mill?

Duck: I won't. It's time to rest in the sun.

Cat: I won't. It's time to chase a bird.

Dog: I won't. It's time to scratch my fleas.

Little Red Hen: Then I'll do it myself.

Narrator 1: And she did.

Narrator 2: Then it was time to mix the flour into bread.

Little Red Hen: Who will help me make the flour into bread?

Duck: I won't. It's time to eat green weeds.

Cat: I won't. It's time to clean my fur.

Dog: I won't. It's time to dig a hole.

Little Red Hen: Then I'll do it myself.

Narrator 1: And she did.

Narrator 2: When Little Red Hen took the hot brown bread out of the oven, it smelled so good!

Little Red Hen: Who will help me eat this bread?

Duck, Cat, Dog: We will! It's time to have a snack!

Little Red Hen: Oh, no, you won't!
You didn't help plant the seeds.
You didn't help cut the wheat.
You didn't help take it to the mill.
You didn't help mix the flour.
Now you will not eat the bread!

Narrator 2: Little Red Hen and her chicks ate up all the bread.
It was delicious.

BUILDING FLUENCY

Building Fluency contains everything teachers need to improve students' oral reading fluency, one of five essential reading components identified in Reading First. Genres represented include poetry, fiction and nonfiction, readers' theater, speeches, and jokes. The selections have been chosen for their engaging quality, rich language, humor, and cultural literacy value. The books also contain assessment selections, a table of oral reading fluency norms, and a tracking sheet for recording students' fluency proficiency.

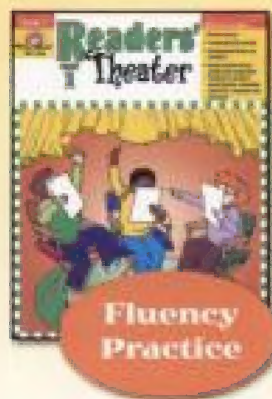
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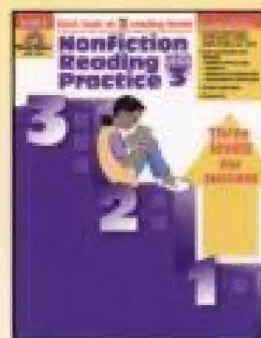


READERS' THEATER

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-Put Reading First U.S. Department of Education (2001)

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